DOCUMENT RESUME

ED 047 173 AA 000 666

TITLE	Comprehensive Planning for an Education System. Report #2, Definition Summary. Appendices, Volume 1. Fort Lincoln New Town Education System.
INSTITUTION	General Learning Corp., Washington, D.C.
SPONS AGENCY	District of Columbia Public Schools, Washington, D.C.
PUB DATE	7 Aug 69
NOTE	303p.; Revised
EDRS PRICE	EDRS Price MF-$0.65 HC-$13.16
DESCRIPTORS	Community Involvement, *Community Resources, *Curriculum Development, *Demography, *School Planning, *Urban Renewal
IDENTIFIERS	*Fort Lincoln New Town (FLNT)

ABSTRACT

This appendices reports on the definition phase activities of planning for the Fort Lincoln New Town education system. Included are complete reports on the community resources survey and the demographic survey. The General Learning Corporation planning documents are presented in tabular format. A community planning timetable is outlined and the members of the FLNT planning council are listed. Coverage is also made of relevant D.C. school curriculum projects, D.C. metropolitan area resources, and per pupil expenditures for the last three fiscal years in D.C. public schools. For Appendix B (Community Opinion Survey) of this document see AA 000 667. (For related documents see ED 047 171 through ED 047 188). (ON)

ED 047 173

GENERAL LEARNING CORPORATION
EDUCATIONAL SERVICES DIVISION

AA 000 666

COMPREHENSIVE PLANNING
FOR AN EDUCATION SYSTEM

FORT LINCOLN NEW TOWN

Negotiated Services Contract #69183

Report #2 DEFINITION SUMMARY

APPENDICES
Volume 1

August 7, 1969
Revised

General Learning Corporation
5454 Wisconsin Avenue
Washington, D. C. 20015

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APPENDIX A

COMMUNITY RESOURCES SURVEY

GL
GENERAL LEARNING

May 21, 1969

To: All FLNT Planners

From: D. Browne

Subject: Summary Report of Community Resources in the Immediate Surrounding Area of Ft. Lincoln.

The following information was obtained through the use of two community consultants selected by the FLNT Council. Those resources found to be in existence are located within the area bounded by Rhode Island Avenue on the North, 18th Street on the West, and New York Avenue on the South. (Please see Map 2 attached.)

In addition to resources within the above area we have listed several important agencies, universities, and the like which are outside of the boundaries. This area is called North East. As uncertain as boundaries, zones, and school districts are, we felt it was necessary to include some resources that are present in North East Washington. (Please see Map 3 attached.)

The immediate surrounding area is approximately four (4) square miles, while the North East area is approximately 11.11 square miles. (Please see Map 3 attached.)

Specific information regarding resources will be found in the large resource summary chart.

I have also included a few attachments that should round out the effort. They are:

1. A set of survey sheets that itemize the pertinent information needed by us. As was expected, very few resources exist in the FLNT immediate area.

2. Two maps that indicate boundaries. Boundaries are broken down into the following categories.

    a. Site boundary
    b. Immediate surrounding area
    c. Larger surrounding area
    d. North East boundary

3. Explanatory section of an N. C. P. C. report on schools.
4. A list of possible program contractors for FLNT.
5. A Directory of resources in North East Washington.
6. A survey of Lutheran Churches and Education.
7. A list of Churches.
8. Civic Associations — compiled with the help of Mr. Kenneth Kennedy.
9. A report on the upper North East.
10. A history of the Help For Retarded Children, Inc.

General Description of Near North East

Commercial - Industrial Complex

Located along Pennsylvania Avenue and New York Avenue, warehouses are the main commercial enterprises. FLNT area is also a commercial area.

Shopping Facilities and Commercial Recreation

One shopping center is located in the 1300 block of Rhode Island Avenue and the other is located at Riggs Road and South Dakota Avenue. Numerous corner grocery stores exist.

Area recreation consists of two "Adult Movie Houses", one bowling alley, and some taverns. Recreation for youth is virtually non-existent.

Public Recreation and Parks

A few centers operate and are ill attended by youth because of the lack of good programs. Parks exist as traditional areas without any imaginative utilization of resources. The National Arboretum is not a park, but is a substation of the Department of Agriculture and develops flowering shrubbery for commercial nurseries.

Religious Groups

The North East Group Ministry was established because of the needs of the community. It is now functioning as a force to help shape the FLNT planning effort and as a liaison agency with other groups and agencies.

List of Churches in the Near North East

Baptist, D. C. Convention

Brookland
Randall Memorial

Baptist National

Brookland-Union
Greater St. Paul
St. Paul
Second St. Paul

Bible Way Church of Our Lord Jesus Christ World Wide, Inc.

Woodrige

Disciples of Christ

Michigan Park

Christian Science

Seventh

Lutheran Church in America

Redeemer
St. Peter's

Methodist

Brookland
McKendree
Nash
Simms Memorial
Reid Temple A. M. E.
R. L. Jones

Presbyterian

Church of the Redeemer
Sherwood

Protestant Episcopal

Our Saviour

Roman Catholic

St. Anthony
St. Francis De Sales

Other

First Church of Christ Holiness
Seventh Day Church of God

- - -

List of Schools

Langdon Elementary
Woodridge Elementary
Slowe Elementary
Noyes Elementary
Burroughs Elementary
Brookland Elementary
Langley Junior High
Taft Junior High
McKinley High
Dunbar High

and one new elementary school exists on Douglas Street, N. E.

This report contains all of the data available at this time. Hopefully the data will be sufficient for your planning needs.

/maw

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

		Area 7
1.	Name of agency, group	Planning Council
2.	Titles of programs operated	Summer in Park - Teen Center Athletic Program
3.	Names of people who run the programs	Mr. Guy Jones, Chairman Mrs. V. Banks, Director
4.	Budget (size of program)	$32,000
5.	Recepient qualifications	3 directors 9 NYC's
6.	Staff requirements	
7.	Space requirements	Summer In Park Used Public Park - Recreation Department
8.	Program schedules	9:00 - 4:30 p.m.
9.	Authorizations needed	OEO - D.C. Government
10.	Affiliations	Mayors Youth Unit
11.	Community involvement	Involved employment of Youth and Adults
12.	Availability of funds	Year long funds are available
13.	Level of community support	Fair
14.	Constraints	Could be a better program
15.	Comments by interviewer New in this area	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Montanna Terrace Tennant Council
2.	Titles of programs operated	Preschool
3.	Names of people who run the programs	Olivia King - Staff Representative Mrs. Wilson
4.	Budget (size of program)	$3,500 +
5.	Recipient qualifications	Low income below
6.	Staff requirements	Preschool leader and assistant
7.	Space requirements	Standard room size for 30 children
8.	Program schedules	
9.	Authorizations needed	Approval - D.C. Recreation Departmen OEO, UPO and D.C. Government
10.	Affiliations	
11.	Community involvement	All mothers of children must donate their time
12.	Availability of funds	Funded on yearly basis by UPO, OEO, D.C. Government
13.	Level of community support	Volunteer services are given by parents of preschools
14.	Constraints	
15.	Comments by interviewer	

MANPOWER

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	D.C. Manpower Admin. Work Incentive Program Div. 2815 Bladensburg Rd., N.E.
2.	Titles of programs operated	Titles IV & V of DCMA
3.	Names of people who run the programs	T. Bryant, Director
4.	Budget (size of program)	Unknown
5.	Recipient qualifications	None
6.	Staff requirements	Team Approach
7.	Space requirements	FLNT SITE
8.	Program schedules	Diverse
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	Enrollees only
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	Institutional (training work)
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Work Incentive Program D. C. Manpower Administration Work training programs
2.	Titles of programs operated	A. Alexander, Adm.
3.	Names of people who run the programs	
4.	Budget (size of program)	1 Million dollars
5.	Recipient qualifications	Welfare status
6.	Staff requirements	All levels civil service
7.	Space requirements	2 buildings
8.	Program schedules	Monthly intake
9.	Authorizations needed	Federal & local
10.	Affiliations	No
11.	Community involvement	No
12.	Availability of funds	
13.	Level of community support	Good
14.	Constraints	Population restricted
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Area S. T. Board
2.	Titles of programs operated	Odd Job Pool
3.	Names of people who run the programs	Mrs. Louise C. Albert, Chairman LA 6-6956
4.	Budget (size of program)	A community service
5.	Recipient qualifications	Ages 14-18 years
6.	Staff requirements	S. T. Board Volunteers aid from Rec. personnel at center
7.	Space requirements	Taft Center - Taft school
8.	Program schedules	Answering service St. 3-3470 3:30-5:30 Monday thru Friday(all Sat,)
9.	Authorizations needed	Permission granted by Rec. Dept. of USES
10.	Affiliations	Rec. Dept. U. S. E. S.
11.	Community involvement	Volunteers from Board helps
12.	Availability of funds	None
13.	Level of community support	Fair
14.	Constraints	
15.	Comments by interviewer	This program should be broader in order to reach more youth

EMPLOYMENT

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Northeast Neighborhood Council
2.	Titles of programs operated	Employment and Information Center
3.	Names of people who run the programs	Mr. Leo Bryant Mr. Kenneth Kennedy
4.	Budget (size of program)	$5,000 approximately
5.	Recipient qualifications	Meet poverty standards of OEO Any child wanting to participate
6.	Staff requirements	Supplied by D. C. Government Youth Unit - U. S. E. S.
7.	Space requirements	2 offices - 1809 Rhode Island Avenue (rent free) 2904 Newton Street
8.	Program schedules	
9.	Authorizations needed	Approval of D. C. Youth Unit Approval of Northeast Neighborhood C.
10.	Affiliations	
11.	Community involvement	Entire upper northeast area various organization
12.	Availability of funds	None
13.	Level of community support	Good
14.	Constraints	Lack of available jobs - Lack of enough adult staff
15.	Comments by interviewer	

EDUCATION

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

		(3116 S. Dakota Avenue, N. E.)
1.	Name of agency, group	Mennonite Volunteer Service
2.	Titles of programs operated	Preschool
3.	Names of people who run the programs	Mennonite volunteers and NYC
4.	Budget (size of program)	$3,500 +
5.	Recipient qualifications	Ages 3-5
6.	Staff requirements	Director, NYC's
7.	Space requirements	Standard as required by D. C. Government
8.	Program schedules	9:00 a.m. to 5:00 p.m.
9.	Authorizations needed	D.C. Government Permits, etc.
10.	Affiliations	
11.	Community involvement	Only when there are special programs (Employed Youth)
12.	Availability of funds	Year round
13.	Level of community support	Good
14.	Constraints	Not meeting the community needs
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

		Madison St. and Riggs Road, N. E.
1.	Name of agency, group	LaSalle Elementary School
2.	Titles of programs operated	Scouting
3.	Names of people who run the programs	Mr. John Stephenson
4.	Budget (size of program)	Funds are allocated by P. T. A. and parents as needed
5.	Recipient qualifications	Cubs - Scouts 8 years through 10 - 11 - 13
6.	Staff requirements	Volunteer (parents)
7.	Space requirements	School Auditorium
8.	Program schedules	Meets once a week on Saturday for activities.
9.	Authorizations needed	Permission from D. C. Public Schools, sponsorship of P. T. A.
10.	Affiliations	Boy Scouts of America
11.	Community involvement	Assisted by Parents in community
12.	Availability of funds	Only donations from P. T. A. and parents upon request
13.	Level of community support	Very good
14.	Constraints	
15.	Comments by interviewer More units needed to help build strong character of boys	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Help for Retarded Children, Inc. 405 Riggs Road, N. E.
2.	Titles of programs operated	Pre-vocational group (13-16) Job training (16-up)
3.	Names of people who run the programs	David Silberman, Exec. Dir. Vincent Gray, Acting Director
4.	Budget (size of program)	Supported by United Givers Fund, Fees
5.	Recipient qualifications	Mentally Retarded youth over 13 years of age
6.	Staff requirements	professionals
7.	Space requirements	6 story building
8.	Program schedules	mixed and day school
9.	Authorizations needed	unknown
10.	Affiliations	St. Elizabeth hospital
11.	Community involvement	none
12.	Availability of funds	by contributions
13.	Level of community support	seems good
14.	Constraints	expensive
15.	Comments by interviewer Cost is $100 a month	

BUSINESS SCHOOL

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Cortez Peters Business School 2705 Newton Street, N. E.
2.	Titles of programs operated	Typing IBM machines, accounting, business ed. degree and non degree
3.	Names of people who run the programs	Mrs. Cortez Peters, Jr., and staff
4.	Budget (size of program)	Private funds
5.	Recipient qualifications	
6.	Staff requirements	Teachers, secretaries, receptionist
7.	Space requirements	Entire building serves as dormitory and school
8.	Program schedules	Morning 9-5 Evening 6-10
9.	Authorizations needed	G.I. Approval - Board of Higher Education
10.	Affiliations	
11.	Community involvement	None so far
12.	Availability of funds	Only private funds
13.	Level of community support	Fair (new in area)
14.	Constraints	
15.	Comments by interviewer School new in the area	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Catholic University
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Catholic Sisters College
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Gallaudet College
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES -Maryland

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	University of Maryland
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer	

TUTORIAL

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Mc Kendree Methodist Church
2.	Titles of programs operated	Tutorial
3.	Names of people who run the programs	Church volunteers Mrs. Hogle (Pastor's wife)
4.	Budget (size of program)	Volunteers only
5.	Recipient qualifications	Be in need of tutorial help
6.	Staff requirements	Qualified volunteers (regular teachers)
7.	Space requirements	Church auditorium
8.	Program schedules	Monday, Wednesday, Friday
9.	Authorizations needed	Permission of Church, D. C. Public School board
10.	Affiliations	Upper Northeast Group Ministry
11.	Community involvement	Parents volunteer their services and spread the word about program
12.	Availability of funds	(donations only at present) Grants applied for
13.	Level of community support	Endorsed by several organizations
14.	Constraints	Not enough volunteer staff to meet current needs
15.	Comments by interviewer	

JUVENILE PROBLEMS HELP

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Commissioner's Youth Council
2.	Titles of programs operated	Juvenile Problems Help
3.	Names of people who run the programs	Mrs. Louise C. Alberts, Chairman LA 6-6956
4.	Budget (size of program)	Council Funds as needed
5.	Recipient qualifications	Must be youth living in the area
6.	Staff requirements	1 Director, 1 assistant director and volunteers
7.	Space requirements	Multi-purpose room of Rec. Centers and other Public Facilities
8.	Program schedules	Rendered when needed
9.	Authorizations needed	Chairman of Council
10.	Affiliations	Area S. T. Board
11.	Community involvement	Several Communities are involved
12.	Availability of funds	Funds are also sought through civic organizations
13.	Level of community support	Good
14.	Constraints	Small program should be larger
15.	Comments by interviewer	

JUVENILE HELP

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Woodridge Pioneer
2.	Titles of programs operated	Aid to youth
3.	Names of people who run the programs	Mrs. Pearlie McDaniels, President
4.	Budget (size of program)	Operated on contributions and Fund Raising Activities
5.	Recipient qualifications	Any youth in need of aid
6.	Staff requirements	Committee of Volunteers — size varies
7.	Space requirements	Schools and Public Facilities are used
8.	Program schedules	Summer "Teen Center" 9 to 4:30 p. m. Other as needed
9.	Authorizations needed	Approved by Civic Association and Commissioners Youth Council
10.	Affiliations	
11.	Community involvement	Community groups help sponsor many events
12.	Availability of funds	Contributions upon request from Woodridge Pioneers
13.	Level of community support	Very good
14.	Constraints	Program should be larger
15.	Comments by interviewer	

This group does a fine job of helping to keep youth out of trouble.

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Church of Reedemer 15th & Gurard Street, N. E.
2.	Titles of programs operated	Preschool
3.	Names of people who run the programs	Mrs. Audrey Jones
4.	Budget (size of program)	$3,500 +
5.	Recipient qualifications	
6.	Staff requirements	Director - 2 NYC's for 25 children
7.	Space requirements	Must meet District Standard Codes
8.	Program schedules	9:00 a. m. - 2:00 p. m.
9.	Authorizations needed	Approval by OEO, area 14 Planning Council and Dist. Government
10.	Affiliations	Affiliated with Area 14 Planning Council
11.	Community involvement	Several parent and citizen volunteers
12.	Availability of funds	Yearly funds are sought - presently program operates during summer
13.	Level of community support	Volunteer citizen and parent help
14.	Constraints	Program is not adequate, according to the need quote.
15.	Comments by interviewer	

+ Does not include salary for NYC - ages 14-15 are paid $1.40 hr. - age 16-21 are paid $1.60 hour.

HEALTH

FLNT SURVEY OF COMMUNITY RESOURCES

f the categories listed we must be able to elicit the following kinds
ion:

Name of agency, group	Burroughs Elem. School D. C. Govt. - 18th & Monroe N. E.
Titles of programs operated	Mental Health Center
Names of people who run the programs	Mrs. Doris Hundley, Principal Dr. and Psycologist and Counselors of school.
Budget (size of program)	
Recipient qualifications	Must be in need of emergency assistance in Mental Health Prof.
Staff requirements	
Space requirements	Special room in school
Program schedules	Monday thru Friday School hours 9:00 a. m. - 3:00 p. m.
Authorizations needed	D. C. Dept. of Health - D. C. School Bd.
Affiliations	Health Department
Community involvement	Very little - few volunteers
Availability of funds	Public Funds - HEW
Level of community support	Fair
Constraints	Program not meeting the needs
Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Washington Hospital Center
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Veterans Administration Hospital
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	United States Soldiers Home
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Iona R. Whipper Home 2501 20th Street, N. E.
2.	Titles of programs operated	Unmarried mothers aid
3.	Names of people who run the programs	
4.	Budget (size of program)	Varies each year
5.	Recipient qualifications	Must be unwed mothers in district
6.	Staff requirements	
7.	Space requirements	Standard for a home of this kind
8.	Program schedules	Daily educational instruction 9-3 arts, etc..
9.	Authorizations needed	D. C. Government - Meet housing standards approved by Board of Ed.
10.	Affiliations	UGF and other private organizations
11.	Community involvement	Community people come in and volunteer their services
12.	Availability of funds	UGF contributes on a year-long basis, private donors also
13.	Level of community support	Good
14.	Constraints	
15.	Comments by interviewer	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Taft Recreation Center
2.	Titles of programs operated	Teen-Center
3.	Names of people who run the programs	D. C. Recreation Department
4.	Budget (size of program)	$4,500
5.	Recipient qualifications	
6.	Staff requirements	Rec. Dept. Personnel + NYC's meet D. C. Govt. Standards
7.	Space requirements	Rec. Dept. Center - Meet health & Safety Standards of D. C. Housing code
8.	Program schedules	Monday through Friday
9.	Authorizations needed	D. C. Government and OEO
10.	Affiliations	Supported by Area 14 Planning Council
11.	Community involvement	Volunteers help supervise teen activities and go on trips
12.	Availability of funds	Year-round program, but funds are less during fall
13.	Level of community support	Good
14.	Constraints	Not large enough a program to accommodate more children
15.	Comments by interviewer Provide cultural experiences as well as recreational	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Arboretum Civic Association
2.	Titles of programs operated	Day Camp (Street)
3.	Names of people who run the programs	Mrs. Mary Henry
4.	Budget (size of program)	$4,500
5.	Recipient qualifications	
6.	Staff requirements	1 Director 2 NYC's. Must meet D. C. Govt. Standar
7.	Space requirements	Must meet Health & Safety Standards of D. C. Housing Code
8.	Program schedules	9:30 am to 4:30 pm
9.	Authorizations needed	D. C. Government. Youth Unit. OEO.
10.	Affiliations	
11.	Community involvement	Adults assist with special projects planned by directors
12.	Availability of funds	Year round
13.	Level of community support	Good percentage of volunteers
14.	Constraints	
15.	Comments by interviewer Not large enough to meet the real needs of the children	

ATHLETIC

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	La Mond Riggs Boys Club Riggs Rd. and Madison St., N. E.
2.	Titles of programs operated	Boys athletic club
3.	Names of people who run the programs	Mr. Everette Scott Mr. John Brown
4.	Budget (size of program)	Approx. $1,200 year +
5.	Recipient qualifications	Promote youth activities
6.	Staff requirements	3 Male adult directors, plus adult volunteers
7.	Space requirements	Use school auditorium and other available facilities
8.	Program schedules	Each evening and Saturday mornings
9.	Authorizations needed	Riggs La Mond Civic Association, D. C. Government
10.	Affiliations	Greater Washington Boys' Club
11.	Community involvement	Community supports program with funds and service
12.	Availability of funds	UGF contribution and other sources are yearly received
13.	Level of community support	Very good
14.	Constraints	Program should be enlarged
15.	Comments by interviewer	

Club raises funds independently by Raffles, Selling fireworks and Christmas trees also paper drives.

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Kennilworth Aquatic Gardens
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer Large Apartment site near FLNT.	

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	National Arboretum
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer	

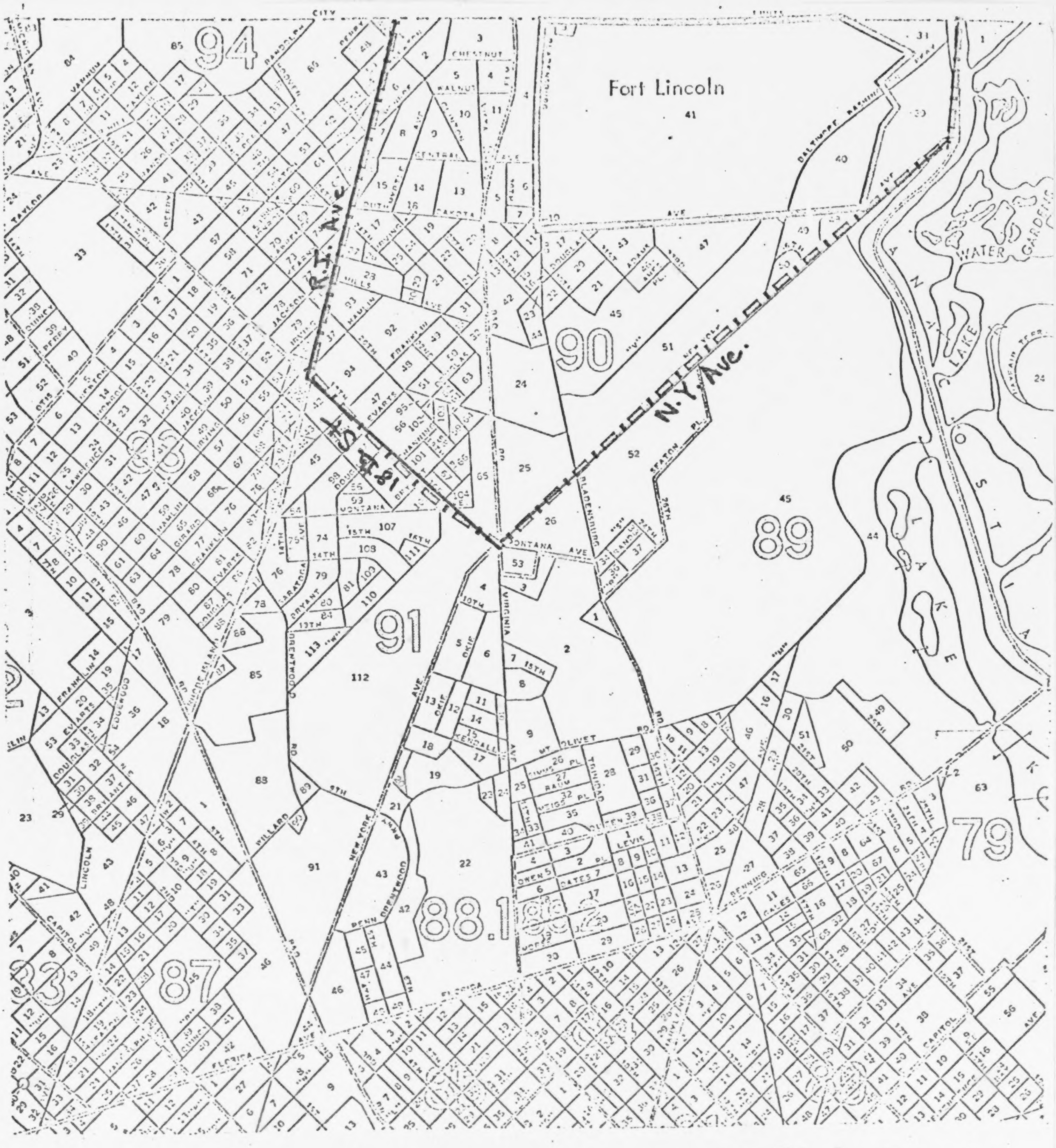
Processes and develops flowering shrubbery for commercial nurseries

PARK AREAS

FLNT - SURVEY OF COMMUNITY RESOURCES

For each of the categories listed we must be able to elicit the following kinds of information:

1.	Name of agency, group	Ft. Totten Park
2.	Titles of programs operated	
3.	Names of people who run the programs	
4.	Budget (size of program)	
5.	Recipient qualifications	
6.	Staff requirements	
7.	Space requirements	
8.	Program schedules	
9.	Authorizations needed	
10.	Affiliations	
11.	Community involvement	
12.	Availability of funds	
13.	Level of community support	
14.	Constraints	
15.	Comments by interviewer Open green space	


Fort Lincoln
R.I. Ave
N.Y. Ave.
18th St
94
90
89
91
88.1
88.2
87
79
WATER GARDENS
LAKE
CITY
LIMITS
BALTIMORE
BLADENSBURG
MONTANA AVE
VIRGINIA
MT. OLIVET RD
NEW YORK
BENNING
FLORIDA
CAPITOL

Boundaries

Map 2

Census Tracts and Blocks

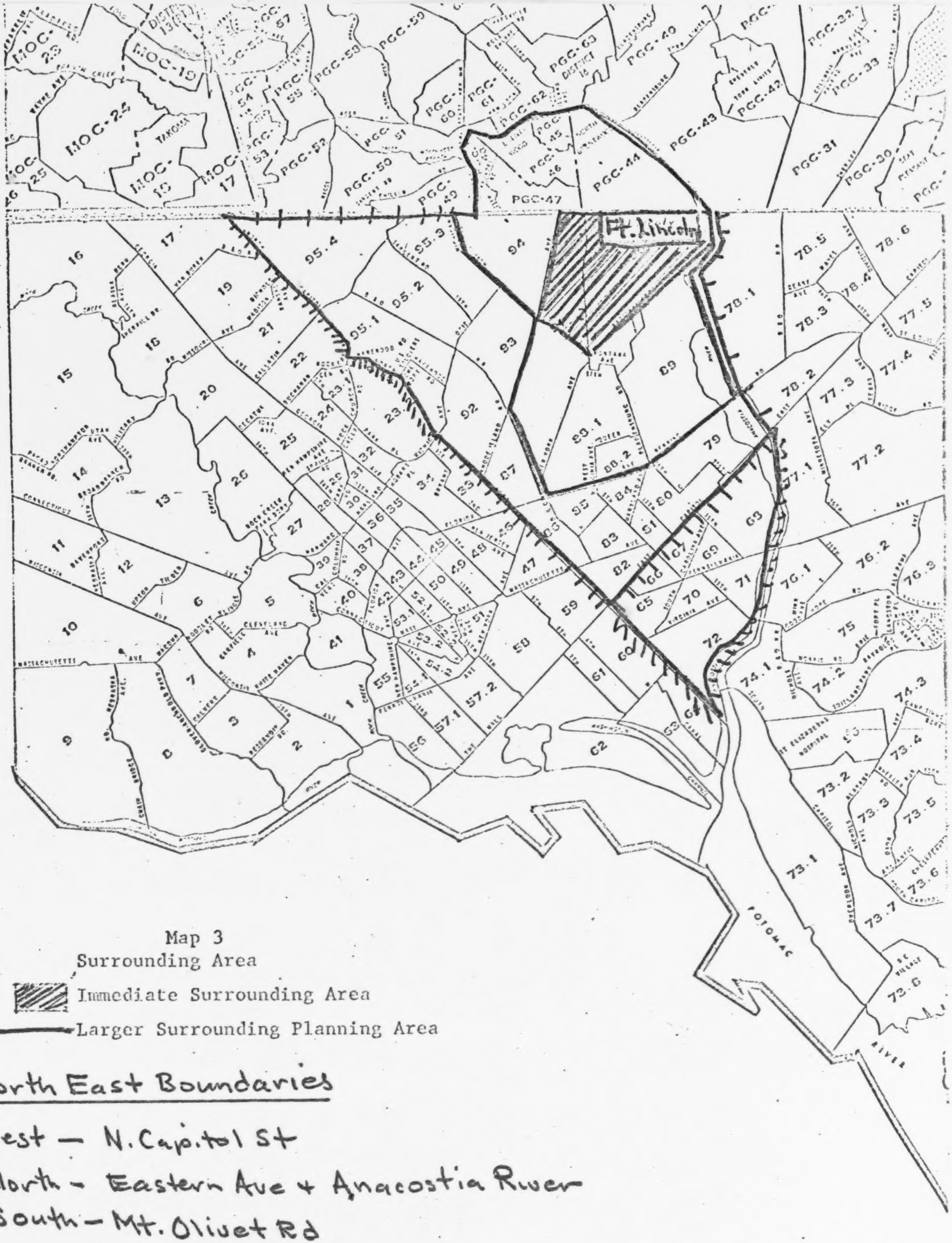
Fort Lincoln Boundary

Immediate Surrounding Area

N.- Rhode Island Ave.

W.- 18th

South.- N.Y Ave


Ft. Lincoln
MOC-24
MOC-19
MOC-15
MOC-17
PGC-44
PGC-45
PGC-46
PGC-47
PGC-43
PGC-31
PGC-50
PGC-52
94
95.4
95.3
95.2
95.1
93
92
89
89.1
88.2
78.1
78.2
78.3
78.4
78.5
78.6
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72
70
74.1
74.2
74.3
75
76.1
76.2
76.3
73.1
73.2
73.3
73.4
73.5
73.6
73.7
73.8
POTOMAC
RIVER

Map 3
Surrounding Area

▨ Immediate Surrounding Area

— Larger Surrounding Planning Area

North East Boundaries

West — N. Capitol St

North - Eastern Ave + Anacostia River

South — Mt. Olivet Rd

Area - 11.11 sq. miles

People - over 100,000 people

LOCATION

Fort Lincoln, formerly known as the National Training School Site, is an area of approximately 330 acres on the eastern edge of the District of Columbia. The elevation varies from 50 to 200 feet above sea level. It may be defined as blocks 40 and 41 of the D.C. Census Tract 90 and is bounded by Bladensburg Road (NW), the District Line (NE), South Dakota Avenue (SW), and the Baltimore-Washington Parkway (Appendix A, Map 1). At present, the only buildings on the main site are the buildings of the National Training School.

The site is of considerable historical significance by virtue of the fact that it commands the main access to the city from the north and east. Fort Lincoln was one of the chain of forts built to defend Washington during the Civil War. In the battle of Bladensburg during the War of 1812, an artillery battery under the command of Commodore Joshua Barney engaged the British force advancing on Washington.

It may be useful to distinguish between an area immediately surrounding the site and a wider area which may be thought of as a planning area for major community services.

The immediate surrounding area (Appendix A, Map 2) is the remainder of Census Tract 90 which lies south of the B&O Railway tracks and east of New York Avenue, and that part of Census Tract 91 which is east of 18th Street, N.E. This area has been designated by citizen groups as the one which will be most directly affected by the proposed development. It is more difficult to designate a similar area in Prince Georges County except that Tract 44, containing Colmar Manor, is contiguous to the site.

The larger surrounding planning area (Appendix A, Map 3) includes Census Tracts 88.1, 88.2, 89, 90, 91 and 94 in the District of Columbia and 44, 45, 46, 47, and 48 in Prince Georges County, Maryland.

DATA ON SURROUNDING AREA

A. Character in 1960

Selected characteristics of surrounding Census Tracts are shown in Table 1 (p.2a) and Table B-I, Appendix B. The statistics are from 1960 and, therefore, somewhat out of date. However, they serve to convey some idea of the differences between tracts.

(1) Tract 94 (northeast of the site stands out as a prosperous area with income levels, rental and property values well above the surrounding tracts and above the surrounding area of Prince Georges County.

(2) Tracts 90 and 91 (to the west) also have relatively high median incomes and (in 1960) an average or above average proportion of whites. 91 is predominantly rental,whereas 90 is mainly owner-occupied.

(3) Tracts 88.1, 88.2 and 89 (to the southwest between New York and Florida Avenues and the Anacostia River) are mainly Negro, low-income, over-crowded (especially 88.1), with a below-average proportion of sound housing (except 89 with a public housing project at 18th St., N.E. and Montana Avenue), and little new housing construction since 1949. Property values are low, owner-occupiers few, (88.2 has a higher proportion than the rest) and rents below average.

(4) In Prince Georges County all tracts are relatively homogenous (with the exception of the small Tract P.G. 45). They are almost entirely white, with incomes only slightly below the high P.G. average. The main difference among them lies in the proportion of rental housing; tenure in Tract 48 is almost all rental and it has the lowest percentage of units with the same since 1953 in the surrounding area.

The major source of employment within the area is in manufacturing and wholesaling (see Appendix B, Table B-3, "Peak Hour Employment Fort Lincoln, D.C.

Table 1

1960 Characteristics of Census Tracts Surrounding Fort Lincoln*

District of Columbia Tracts

	D.C. Ave.	88.1	88.2	89	90	91	94
Total Population	-	7,495	7,629	10,723	2,388	9,715	6,012
% Non-white	55	92	92	99	45	55	69
Total No. Housing Units	-	2,197	2,141	3,442	513	2,963	1,726
% Sound Housing Units	89	86	85	100	92	95	92
% Single Family Units	40	18	58	27	96	20	89
% Occupied Units, owner-occupied	30	11	37	15	72	44	82
Median value ($000) of owner-occupied units	154	123	132	126	137	142	164
Median gross rent of renter-occupied units($).	81	77	78	75	-	82	94
Median Income ($000)	45	42	43	46	56	55	70
% Families w/income less than $3,000 per yr.	17	22	20	15	8	9	6

Prince Georges County Tracts

	P.G. Ave.	44	45	46	47	48	
Total Population	-	2,873	864	3,693	4,609	5,223	
% Non-white	9	0	100	0	1	0	
Total No. Housing Units	-	901	201	1,131	1,485	2,164	
% Sound Housing Units.......	92	88	55	91	89	100	
% Single Family Units	73	79	87	58	69	1	
% Occupied Units, owner-occupied	64	68	68	53	61	1	
Median value ($000) of owner-occupied units	151	113	-	118	119	-	
Median gross rent to renter-occupied units($).	91	83	-	88	81	86	
Median Income ($000)	67	60	39	64	60	65	
% Families w/income less than $3,000 per yr.	7	9	23	7	8	6	

* For supplementing census tract data, see Appendix B, Table B-1.

Vicinity, 1965"). These businesses are located in an area bounded by South Dakota Avenue, New York Avenue, and Bladensburg Road, and in a concentration with warehousing along the Pennsylvania Railroad and New York Avenue (the main trucking route through the city).

As a whole, the surrounding area is a middle-class predominantly Negro residential neighborhood which is on par with, or above, city-wide norms for social stability and socio-economic status. Indices of social problems such as juvenile delinquency and welfare dependency show that these problems in the surrounding area and are for the most part on par with or better than city-wide averages (Appendix B, Table B-2).

B. Change 1960-66

Since 1960 the surrounding area has become more predominantly Negro, especially in Tracts 90, 91 and 94 (Table 2). Unfortunately, the data available is only for the District of Columbia.

Table 2

Population Changes 1960-66

	88.1	88.2	89	90	91	94
Change in Total Population, 1960-66	-500	-800	-500	+1000	+200	+200
Change in White Population, 1960-66	-300	-200	-	-500	-2800	-900
Change in Non-white Population, 1960-66	-200	-600	-500	+1500	+3000	+1100
% Non-whites 1960	92	92	99	45	55	69
% Non-whites 1966	96	95	99	75	85	85

C. Facilities in Surrounding Area in D.C.

The surrounding area houses the following schools:

Burroughs Elementary, 18th and Monroe Sts., N.E.
Crummel Elementary, Galludet and Kendall Sts., N.E.
Crummel Annex, Galludet St. and Central Pl., N.E.
Langdon Elementary, 20th and Franklin Sts., N.E.
Ruth K. Webb Elementary, Mt. Olivet Rd. and Holbrook St., N.E.
Wheatley Elementary, Montello Ave. and Neal St., N.E.
Woodridge Elementary, Carlton and Central Aves., N.E.
Young Elementary, 24th St. and Benning Road, N.E.

Browne Junior High, 24th St. and Benning Road, N.E.
Taft Junior High, 18th and Perry Sts., N.E.

McKinley Senior High, Second and T. Sts., N.E.

Phelps Vocational High, 24th St. and Benning Road N.E.

Langdon and Woodridge Elementary Schools are located in the immediate surrounding area.

All of the schools are overcrowded (Table 3, page 4a) and have sub-standard classrooms and improvised or make-shift facilities used for regular classroom purposes. At McKinley, the senior high school serving the area, these make-shift facilities include a small room at the end of a corridor used for driver education class, and seventeen floating teachers because of insufficient classroom space. J.W. Hamilton Junior High School is expected to open in September, 1968 with a capacity of 1,184.

There are two branches of the D.C. Public Library in the surrounding area. They are located at Rhode Island Avenue and 18th Street, N.E., and at 701 24th Street, N.E.

Recreation facilities around Fort Lincoln are for the most part, school based centers run by the D.C. Department of Recreation in the late afternoon and early evening. The recreation centers in the immediate surrounding area are:

Table 3

Schools In Surrounding Area
October 20, 1960 and October 19, 1967

	Date of Construction and Additions	Capacity		Enrollment		% Overcrowded	
		1960	1967	1960	1967	1960	1967
Total D.C. Elementary Schools		73,182	68,119	80,528	95,043	10.0	39.5
Burroughs	1921, 1927, 1960	928	724	907	927	-2.3	28.0
Crummel	1912, 1933	240	164	220	216	-8.3	31.7
Crummel Annex	1948	280	192	293	253	4.6	31.8
Langdon	1930	748	580	776	627	3.7	8.1
Ruth K. Webb	1959	836	796	961	993	15.0	24.8
Wheatley	1903, 1922, 1928	640	868	777	899	21.4	3.6
Woodridge	1927, 1932, 1962	460	460	548	607	19.1	32.0
Young	1931, 1937, 1958	970	737	1,372	1,278	41.4	73.9
Young Demountable				260	249		
Total D.C. Junior High Schools ...		21,715	23,451	24,294	30,996	11.9	32.2
Browne	1932, 1953	1,080	848	1,129	1,300	4.5	53.3
Taft	1933, 1949, 1958	994	786	1,443	1,069	45.2	36.0
Total D.C. Senior High Schools ...		17,147	13,799	12,642	19,001	-26.3	37.7
McKinley	1928, 1957	1,787	1,462	1,476	2,442	-17.4	67.0
Phelps Vocational High School (4 Relocatable Classrooms)...	1934	540	599	556	753	.3	25.7

Dakota - South Dakota Ave. and 33rd St., N.E.
Langdon Park - 18th and Mills Sts., N.E.
Woodridge - based at Woodridge School
Loomis Park - Lawrence Ave. and Adams St., N.E.

Additional centers in the larger surrounding area are:

Taft - based at Taft School
Brentwood Village - 14th and Downing Sts., N.E.
Crummel - based at Crummel School
Wheatley - based at Wheatley School
Brentwood Park - based at J.W. Hamilton Junior High School
Trinidad - Holbrook St. and Mt. Olivet Road
Langston-Spingarn - based at Langston - Spingarn Schools
The Arboretum - 26th and S Sts., N.E.

There are no swimming pools attached to any sites, no day camps, and no picnic areas. Further, there is no major facility which provides any kind of commercial recreation in the area.

There are numerous churches of various denominations (primarily Baptist and Methodist) in the surrounding area. Many of these churches have become increasingly concerned with community problems (schools, public housing, freeways, Fort Lincoln, etc.) in the past year.

The area's most striking feature is its lack of businesses and shopping facilities. There is no major shopping center and the major businesses in the area consist of some scattered auto-oriented retail and service establishments interspersed among the industrial and warehousing uses. Residents leave the area for shopping in downtown Washington or suburban Maryland.

D. Other Data Available

The data presented in this section are highly selective because of the availability of statistics and the need at this stage to present a brief sketch of the area. Additional information is available on commercial and shopping facilities, churches,

CONTRACTORS

NorthEast Neighborhood Council	Kenneth C. Kennedy - Chairman
Church of Redeemer	Rev. Jefferson Rogers - Pastor
S-T Board D.C. Commissioners' Youth Council	Thomas I. Jones - Chairman Miss Elaine Cousin - Staff Representative
Edgewood Civic Association	Orren Cohill - President
Mennonite Service Society	Mrs. Martha Charles - Staff Representative
Montana Avenue Tenants' Council	Mrs. Olivia King - Staff Representative
Region C D. C. Recreation Department	Taft Junior High School

PROGRAMS AND LOCATIONS

Day Camps

Langley Junior High	2nd & T Sts., N. E.
Gateway	2414 30th St., N. E.
Thirtieth Street	2705 30th St., N. E.
Montana Terrace	17th & Montana Ave., N. E.
Brentwood Village (2)	1809 Rhode Island Ave., N. E.

Pre-Schools

Langdon Elementary (3)	20th & Evarts St., N. E.
Mennonite Volunteer Service Home	3116 South Dakota Ave., N. E.
St. Vincent (2)	4th & Edgewood Sts., N. E.
Church of Redeemer	15th & Girard St., N. E.

Youth Centers

Langdon Elementary	20th & Evarts, N. E.
St. Vincent	4th & Edgewood Sts., N. E.

Teen Centers

Brentwood	Brentwood Village, N. E.
Taft Recreation Center	18th & Perry, N. E.
Church of Redeemer	15th & Girard, N. E.
Langley Junior High	

Beautification

	1809 Rhode Island Ave., N. E.

Summer In The Park

Langdon Park	Behind Woodridge Library

Multi-Service Units

Woodridge Pioneers	Langley Recreation Center
Taft Recreation Department	Edgewood Recreation Center
Brentwood Recreation Center	Noyes Recreation Center

EMPLOYMENT CENTERS	1809 Rhode Island Ave., N. E. 2904 Newton St., N. E.

DIRECTORS

Miss Diedra Bell	Summer in the Park
Mr. Leo Bryant	Information & Employment Center
Mrs. Martha Charles	Mennonite Service Center
Mrs. Mary F. Garner	Langdon Day Camp
Mrs. Veta Harrison	Langdon Youth Center
Mr. James Hart	Brentwood Teen Center
Mrs. Mary Henry	Arboretum Day Camp
Mrs. Margaret Jackson	St. Vincent Pre-School
Mrs. Audrey Jones	Church of Redeemer Pre-School
Mrs. Rosetta Kearney	Langley Teen Center
Mr. Kenneth C. Kennedy	Information & Employment Center
Mrs. Olivia King	Montana Terrace Day Camp
Mr. Lee A. Marks	Church of Redeemer Teen Center
Mrs. Cora Marshall	Langdon Youth Center
Mr. Charles McDaniels	Woodridge Pioneers
Mrs. R. Miles	Taft Teen Center
Mrs. Juanita Morgan	30th Street Camp
Mr. Edward Myers	Langley Teen Center
Mrs. Nona Nelson	Langdon Pre-School
Mrs. Ruth Owens	Gateway Street Camp
Mrs. Audrey Parker	Langdon Youth Center
Mr. Eugene Powell	Summer in the Park
Mr. Leon Queene	Information & Employment Center
Miss Leona Sims	Information & Employment Center

SUMMER YOUTH PROGRAM

OBJECTIVES

1. To develop an improved self image
2. To develop good citizens
3. To develop a sense of responsibility
4. To develop skill in problem solving
5. To develop appreciation for being trustworthy
6. To develop knowledge of social problems
7. To develop appreciation for individual talents
8. To develop respect for authority
9. To develop knowledge of and appreciation for personal skills and limitations
10. To learn the value of a dollar
11. To develop skill in working effectively with others
12. To develop skill in creative thinking
13. To develop good leadership qualities
14. To develop an appreciation for education
15. To develop self discipline
16. To develop knowledge of job opportunities
17. To develop a sense of values

DIRECTORY

1. Churches
2. Schools
3. Hospitals
4. Libraries
5. Emergency Phones
6. Civic Associations
7. Shopping Centers

EMERGENCY PHONE

FIRE	462 - 1616
POLICE	444 - 1111
AMBULANCE -	462 - 3322

CIVIC ASSOCIATIONS

1. Brookland Neighborhood Civic Association
2. Brookland Area Coordinating Council
3. Northeast Neighborhood Council
4. Woodridge Civic Association
5. Michigan Park Citizens Association
6. North Michigan Park Citizens Association
7. La Mond Riggs Citizens Association
8. Queens Chapel Civic Association
9. Brentwood Village Group
10. Better Your Neighborhood Group
11. Brookland Citizens Association

VARIOUS SHOPPING CENTERS
in the
BROOKLAND AREA

Avondale Shopping Center -- Eastern Ave. & Michigan Ave.

Safeway
Dart Drug
Citizens Bank
Jumbo

TV Repair
Bakery
Beauty Salon
Dry Cleaners
Bakery

Twelfth Street, Rhode Island to Michigan Avenue, N. E.

12th & Franklin

Esso Station
Gulf Station
M.A. Welch (plumber)

2800 block

Safeway
U.S. Slicing Machine Co.
Andy's Washer Repairs

CHURCHES IN THE AREA

St. Anthony's Catholic Church
12th & Monroe Street, N. E. 20017
Rev. John E. Bailey, Pastor

Brookland Baptist Church
16th Street, between Lawrence & Monroe, N.E. 20018
John W. Himes, Pastor

New Light Baptist Church
18th and Newton Streets, N. E. 20018
James B. Fuller, Pastor

Concord Baptist Church
3108 - 17th Street, N. E. 20018
Rev. Earl W. Brent, Pastor

Church of Our Savior (Episcopal)
Irving Street, between 16th & 17th, N.E. 20018
Robert B. Richard, Rector

St. Paul Baptist Church
Brentwood Road, between 16th & 17th, N.E. 20017
Rev. James E. McCoy, Pastor

Isle of Patmos Baptist Church
12th Street & Rhode Island Avenue, N.E. 20017
Rev. G. B. Rogers, Pastor

The Word of God Will Be Preached on the Lord's Day
14th & Gerard Street, N.E. 20017

The Church of the Redeemer
15th & Gerard Streets, N.E. 20017
Jefferson B. Rogers, Pastor

Brookland Union Baptist Church
14th and Irving Streets, N.E. 20017
Rev. Joseph A. Miles, Pastor

The Guiding Start Baptist Church
1025 Jackson Street, N.E. 20017
Rev. W.A. Walden, Minister

St. Francis de Sales Catholic Church
2021 R.I. Ave. N.E. Rev. J. E. Hickey, Pas.
20018 Rev. J. P. Kennedy, Asst. Pas.

First Church of Christ
Hamlin Street, between 12th & 13th, N.E. 20017

Brookland Methodist Church
14th and Lawrence Streets, N. E. 20017
Rev. John Mote, Pastor

Franciscan Monastery
14th & Quincy Streets, N. E. 20017

Michigan Park Christian Church
South Dakota & Taylor Streets, N. E. 20018
Rev. Arthur Azlein, Pastor

Red Temple A.M.E. Church
13th & Michigan Avenue, N.E. 20017
L. G. Lipscombe, Minister

SCHOOLS IN THE AREA

Crosby S. Noyes Elementary School
10th Street between Franklin & Evarts, N.E.

Lucy Slowe Elementary School
14th & Jackson Street, N. E.

Brookland Elementary School
10th & Monroe Streets, N.E. 20017

St. Anslem's Abbey (Priory School)
14th & South Dakota Avenue, N.E.

Children's Convalescent Hospital
18th & Bunker Hill Road, N.E.

Bertie Backus Junior High School
South Dakota & Hamilton Street, N.E.

Taft Junior High School
18th & Perry Street, N. E. 20018

John Burroughs Elementary School
18th & Monroe Street, N. E. 20018

Langdon Elementary - Evarts & 20th St. N.E. 20018

St. Francis de Sales Elementary School
2017 Rhode Island Ave. N. E. 20018

2900 Block, Twelfth Street, N.E.

New Deal Grocery Store
H & R Carry Out
Coleman Interior Services
Schindler's Market
Laundromat

3000 Block, Twelfth Street, N.E.

John T. Rhines Funeral Home
Ultra Modern Dry Cleaning
Amoco Service Statio
Barber Shop

3100 Block, Twelfth Street, N.E.

Temple, TV Repair
Stadium Cleaners

3300 Block, Twelfth Street, N.E.

U. S. Post Office
Kearny Street Market
Family Tavern

3500 Block, Twelfth Street, N. E. (12th & Monroe)

Brookland Hardware
Penny Lee Women's Shop
Penny Lee Men's Shop
Martin's Flowers
Sunset Cleaners
Murry & Paul's Restaurant
Baldwin's Bake Shop
People's Drugs
Fred's Inn Restaurant
Mile's Carry Out Shop
Horton Jeweler's
Brookland Barber Shop
Stanley 5 & 10
Simm's TV Repair
Paul's Carry Out
High's Dairy Store
Dickey's Cleaners
Leonard Uniform Servic

3600 Block, Twelfth Street, N. E.

M.P.M. Market
Curling Real Estate
Chin's Laundry
Mike's Pizzeria
Printing Shop
King Der Laundry
Esso Station
Shell Station

3700 Block, Twelfth Street, N.E.

Heffley Stationery
Italian Food Store

3800 Block, Twelfth Street, N.E.

Safeway

National Bank of Wash.

3900 Block, Twelfth Street, N.E.

Whelan's Liquor Store
Pat's Restaurant
Cleaner's

Shoe Repair
Cleaner's
Coin-op Laundry

Rhode Island Avenue, between 13th & 14th

White House Laundry Cleaners
Plaza Barber Shop

Specialties (tools)
Flowers by Powell

Twelfth Street, between Rhode Island & Franklin Streets (2600 - 2700 blocks)

National Equipment & Supply Co.
Thacker Motor Sales
Dal-Green Liquor
M. Ribaldi - Taylor
Henry C. Carmen, Insurance Agency

Frank's TV & Radio Service
Sutton's Funeral Home
Mid-City Market
Royal Barber Shop

Brentwood Village Shopping Center

Brentwood Drugs
London Shop (Men's Wear)
Bowling Lanes
Cody Valet
Village Carry Out

Famous Fashions
Barber Shop
Mr. C's Bargain Store
Buckingham Super Mk't
S.S. Kresge Co.
Blue & White Seafood

Fourteenth & Rhode Island, N.E.

Volkswagon
Hot Shoppes
Murry's Steaks
High's

Woodridge Vets Liquor
Launder Center (self-ser)
Service
Center Motors
Aristo Cleaners

Eighteenth Street Shopping District (3500 block)

Rock Creek Contractors
Chemical Fire Proofing Corp.
Fountain of Youth Beauty Salon
New Light Baptist Church
Sheas' Deli & Carry Out
Esquire Valet & Shoe Rep.

3400 Block Eighteenth Street, N.E.

High's
Shell Gas Station
Carriage House Cleaners
D.G.S. Grocery
Wells & McCloud Barber Shop
Skil Power Tools
Real Estate - Kretsinger, Talbutt, Nobley & Bruzee
Adeles Drapery
Electro-Magic Steam Cleaners
Sago & Francine Beauty
A & A Co., Johns Manville Contractor

Eighteenth & Lawrence Streets, N.E.

Coleman's Barber Shop
Triangle Maintenance Co.

McKinley Senior High School

Langley Jr. High School

Campus School of the Catholic University of America
10th & Varnum Streets, N.E.

St. Anthony's Elementary School
12th & Lawrence Street, N.E.

St. Anthony's High School
10th & Lawrence Street, N. E.

(Colleges)

Trinity College	269 - 2000
Catholic University	529 - 6000
Howard University	387 - 6100

HOSPITALS

Providence Hospital	526 - 2000
Washington Hospital Center	541 - 6135
Veteran's Hospital	483 - 6666
Children's Convalescent Hospital	526 - 3600

LIBRARIES

Woodridge Branch
18th & Rhode Island Avenue, N. E. 9 a.m. to 9 p.m.
832 - 3884 (Mon. thru Sat.)
Bookmobile NA 8 - 6000 (ext. 2898)
12th & Newton, N. E. N. Capitol & Quincy
4:30 - 8:00 p.m. - Friday 3:00 to 5:00 p.m. - Friday

Riggs & Chillum
6:00 to 8:00 p.m. - Monday

2

Civic Organizations

Northeast Neighborhood Council, Inc.
Kenneth C. Kennedy - Chairman
2904 Newton Street, N.E.
832-8080

A civic organization in upper northeast Washington that addresses itself to problems of our community and city. Our council is composed of both organization and individual memberships, including youths.

In recent years we have contracted with the District Government as the principle sponsor of youth programs in the area. Prior to the funding years we operated youth programs on a volunteer basis for the community.

Among our other activities we include a variety of civic concerns ranging from support for the Federal City College to be located at the National Training School site, to opposition to freeways in the city, particularly the North Central freeway and the east leg. The public schools in the area are, and have been, a major concern, along with traffic, health, housing, employment, youth, and poverty in general.

We are especially interested in the development of the Fort Lincoln New Town project. The successful completion of this development will provide much needed housing for our city's low, moderate, and middle income families and will cause the creation of additional public schools and economic opportunities for many citizens.

Woodridge Civic Association
Mr. Emanuel Lipscomb, President
(listed in phone book)

Edgewood Civic Association
Mr. Owen Cohill, President
20 Girard Street N. E.
HO2 - 9088

Brookland Civic Association
Mrs. San Quan Barnes, President
(listed in phone book)

Montana Terrace Tenants Council
Mrs. Olivia King, President
(listed in phone book)

Arboretum Civic Association
Mrs. Mary Henry, President
399-7748

Gateway Community Association
Mr. Jesse Jackson, President
3020 Adams Street N. E.
832-4388

Woodridge Pioneers (Youth Organization)
Mrs. Pearl McDaniels, President
3237 Walhut Street N. E.
LA9 - 3290

Y's Men's Club (Beta Chapter)
Mr. Thomas J. Jones, President
2605 Irving Street N. E.
529 - 9564

Brentwood Village Civic Association
Mrs. Evelyn Fergeson, President
1305 Sarotoga Avenue N. E.
Apt. 533 B
832-4323

Optomist Club

Check on Garden Clubs

Citizens Planning Council for the Fort Lincoln Project, Inc.
Mr. Jesse Jackson, Chairman

Michigan Park Citizen's Association

(Kennelly) Emergency Committee for the Transportation Crisis

Area 14 Neighborhood Planning Council (Youth group)
Rev. Joe L. Gipson, Chairman
62 Rhode Island Avenue N. E.
832-5366 832-8346

Gateway Youth Council
Mr. Richard Owens, President
2414 30th Street N. E.
526-7456

North Michigan Park Civic Association

(Thorton) Queens Chapel Civic Association

(Huff) Lamond Riggs Citizens Association

Fort Totten Civic Association
Mr. Robert Hall, President
(listed in phone book)

(Father Kennedy) Brookland Coordinating Council

SURVEY OF LUTHERAN CHURCHES AND EDUCATION - FEB 1968

AUGUSTANA (LCA)

New Hampshire and V Street, Northwest

Program:

Compensatory education program, run by community people and Harrison staff in a classroom situation; 4 to 7, M, T, W; funds from Recreation and Model School

Summer School - with Harrison

Builing used as office for pre-school division of Model School Program; also have a pre-school there

Schools in area:

Harrison
Garnet-Patterson
Morgan
Cooke
Banneker JHS
Cardoza HS

BETHLEHEM (Mo. Syn.)

16th and T Streets, Southeast

Program:

None - no pastor

Schools in area:

CHRIST (Mo. Syn.)

5101 - 16th Street, Northwest

Program:

None

Summer enrichment; recreation department in church

Care Vigil Group has weekly study of Community problems and needs

Schools in area:

Military Road
Brightwood
West
Powell
Powell Annex
Macfarland JHS
Roosevelt HS
Burdick Vocational

COMMUNITY OF CHRIST (ALC)

2107 N Street, Northwest

Program:

Tutoring program, T, 6:30

Mothers' Club, once a month

Summer Program, 8 weeks

Schools in area:

Stevens
Grant
Francis JHS
Western HS

CONGREGATION OF THE ATONEMENT (Mo. Syn.)

1330 G Street, Northeast

Program:
Tutoring, elementary
Reading, M, 7:30, 4 adults - 15 children
Math and homework, T, 7:30, 3-5 adults, 20 children
After school clubs, 3:30-5:00, M. W, F
Boy Scouts, Th, 7:30; Puppets, T, 7:30; Teen discussions, M, 8:00, 30 teens
Pre-school Club, T, 9:00 a.m.

Schools in area:

Pierce
Miner
Goding
Maury
Browne JHS
Kingsman
Elliott JHS
Eastern HS
Spingarn HS
(Work closely with school counselors; at Christmas buy clothes and shoes for children)

FIRST TRINITY (Mo. Syn.)

501 - 4th Street, Northwest

Program:
Saturday program, 10:30 - 12:30, 50 children, 17 leaders, social education.
Day Care Center, 25 children
Boy Scouts, Cub Scouts, M, 4:00 - 5:30
Summer program, 6:00-8:30 p.m., all ages

Schools in area:

Seaton - Perry - Simmons
Walker Jones
Terrell
Dunbar

GEORGETOWN (LCA)

Wisconsin Avenue & Volta Place, Northwest

Program:
None

Schools in area:

Fillmore
Gordon JHS
Western HS

GRACE (ALC)

4300 - 16th Street, Northwest

Program:
- None

Schools in area:
- Roosevelt

HOLY COMFORTER (LCA)

3319 Alabama Avenue, Southeast

Program:
- None
- Pastor involved with Southeast neighbors, 11th Precinct Crime Council

Schools in area:
- Beers
- Stanton
- Randle Highlands

KELLER MEMORIAL (LCA)

907 Maryland Avenue, Northeast

Program:
- Tutoring, T, Jr. and Sr. High, about 17
- (Ingram Congregational has elementary tutoring, Mass. and 10th Street, Northeast)
- Saturday program

Schools in area:
- Peabody (parent group meets at church)
- Edmunds (parent group meets at church)
- Stuart JHS
- Eastern HS

LUTHER PLACE (LCA)

1226 Vermont Avenue, Northwest

Program:
- Tutoring, in cooperation with Mt. Olivet
- Summer program, movies in parking lot; organized playground Wednesday nights
- Full-time CLP worker to develop new neighborhood programs

Schools in area:
- Thomson (have Kgn at Luther Place)
- Garrison
- Garnet Patterson
- Cardoza

MT. OLIVET (Mo. Syn.)

1308 Vermont Avenue, Northwest

Program:
- Tutoring and Study Hall, T & Th, 7:30-10:00, Elem & JHS
- Joint work with Luther Place

Schools in area:
- Garrison
- Thomson
- Garnet Patterson
- Cardoza

OUR REDEEMER (LCA)

2 Rhode Island Avenue, Northeast

Program:
- None at present
- Summer day camp - Director of Education working on programs

Schools in area:
- Emery
- Gage
- Mott
- Eckington
- Langley JHS
- McKinley HS

PEACE (Mo. Syn.)

15th and 49th Streets, Northeast

Program:
- Boys' gang
- Sewing club, mothers
- Boy Scouts
- Auto Club, Community
- Civil Air Patrol
- Coffee House, basement apartment
- Day Camp, June 24 - July 19, grades 1 - 9
- PTL for 7 and 8 grade Confirmation class
- Have Head Start program
- Wants Boys Club, 14th Precinct
- Some members tutor, no program
- Starting Task Force for Lincoln Heights area

Schools in area:
- Richardson
- Kelly Miller JHS

CHURCH OF THE REFORMATION (LCA)

212 East Capitol Street, Northeast

Program:
- Tutoring, M & T, 3:00 - 5:00
- Adult education, M, W, F, 7:00 - 9:00, typing classes
- Neighborhood Center, Referral office
- Pre-Kgn and Kgn, basement, 26 to 30 children
- Adult tutoring, Capper Housing project

Schools in area:
- Peabody
- Edmunds
- Brent
- Giddings - -
- Lenox
- Hine JHS

ST. JAMES (ALC)

13th and Eastern, Northwest

Program:
- Christian education
- Saturday school, 1:15 - 3:00
- Summer program for children and teens
- Pastor counsels pre-delinquent teens
- Nursery School

Schools in area:
- Shepherd
- Paul
- Coolidge

ST. MARK'S INCARNATION (LCA)

5101 14th Street, Northwest

Program:
- None; no pastor, no SS or young people in congregation

Schools in area:

ST. MATTHEWS (ALC)

222 M Street, Southwest

Program:
- Tutoring, T. 7:30-8:30, one-to-one basis, 15 children
- Several working on Project 470 (teaching machines)

Schools in area:
- Amidon (tri-school plan)
- Syphax
- Jefferson
- Randall JHS

Schedule 6

ST. PAULS (LCA)

Connecticut Avenue & Everet, Northwest

Program:
Developing tutoring service for children at Eaton and Hearst schools
Pastor, in connection with Kiwanis, presents career talks on ministry

Schools in area:

Janney
John Eaton
Hearst
Deal
Ben Murch
Wilson

ST. PETERS (LCA)

1725 Michigan Avenue, Northeast

Program:
No activity

Schools in area: (on District border)

Bunker Hill
Bachus
Mt. Rainier

COUNCIL OF CHURCHES

Rev. Phillip Newell
Council of Churches Program
1239 Vermont Avenue, N. W. 20005 - 638-1424

METHODIST

Rev. Theodore R. Bowen
District Superintendent of Washington, D. C.
100 Maryland Avenue, N. E. 20002 - 547-7223

PRESBYTERIAN

Rev. Burke E. Dorworth
Director, Commission on Religion and Race
Washington City Presbytery
Church of the Redeemer
15th & Girard Streets, N.E., 20017 - 529-2335

Rev. Edward A. White
Director of Urban Missions
Washington City Presbytery
4125 Nebraska Avenue, N. W. 20016 - 638-1077

URBAN INSTITUTE

Rev. Ernest Gibson
Associate Director
First Rising Mt. Zion Baptist Church
1240 - 6th Street, N. W. 20001 - 232-4430

Office: Council of Churches Program
1239 Vermont Avenue, N. W. 20005 - 638-1424

Rev. James Kennelly
St. Francis de Sales Roman Catholic Church
2015 Rhode Island Ave., N. E. 20018
529-7451

Rev. Samuel L. Kendrick
First Church of Christ (Holiness)
1219 Hamlin Street, N. E. 20017
526-9266

Home: 621 Quincy Street, N.W., 20011 - 726-0601

Rev. Leon G. Lipscombe
Reid Temple (AME)
1335 Michigan Avenue, N.E. 20017
832-4461 (Mrs. Hart)

Home: 2419 - 18th Place, S.E., 20020 - 583-2153

Rev. Lee McDaniel
St. Peter's Lutheran Church
1725 Michigan Avenue, N.E. 20017
526-0204

Home: 9229 St. Andrew's Place, College Park, Md. 20740
935-6307

Rev. John A. Mote
Brookland Methodist Church
14th & Lawrence Streets, N. E. 20017
526-0554

Home: 1348 Lawrence Street, N. E. 20017 - 526-6699

Rev.
Sherwood Presbyterian Church
22nd& Varnum Streets, N. E. 20018
526-1767

Home:

Rev. George B. Rogers
Isle of Patmos Baptist Church
12th St. & Rhode Island Ave., N.E. 20018
529-6575; 529-2466(Annex)

Home: 619 Kensington Place, N. E. 20011 - 529-0607

Rev. Jefferson P. Rogers
Church of the Redeemer, Presbyterian
15th & Girard Streets, N. E. 20017
529-4356

Home: 4340 Argyle Terrace, N.W., 20011 - 882-0741

Rev. James D. Shotwell
Evangelist Washington City Presbytery

Home: 3718 - 42nd Avenue, Brentwood, Md. 20722 - 927-4392

Rev. George L. Smith
Union Wesley AME Zion
1860 Michigan Avenue, N. E. 20018
526-1244

Home: 4323 - 18th St., N.E. 20018 - 832-8919

Rev. James H. Somersille
Our Redeemer Lutheran Church
#2 Rhode Island Ave., N. E. 20002
832-9591

Home: 3644 - 13th St., N. W. 20010 - 452-3035

Rev. Frank Walsh
St. Martin's Roman Catholic Church
No. Capitol St. & Rhode Island Ave.
232-1144

Rev. Edgar L. Williams
Second New St. Paul's Baptist Church
2400 Franklin Street, N. E. 20018
526-2705; 526-8737

Home:

Rev. Arthur A. Azlein
Michigan Park Christian
South Dakota Ave. & Taylor St., N. E. 20018
LA 6-3907; LA 6-3355

Home: 4414 - 16th St., N.E. 20017 - LA 6-3907

Rev. John E. Dillon
St. Anthony's Roman Catholic Church
1029 Monroe Street, N. E. 20017
526-0822

Rev. John Evans
Our Savior Episcopal Church
1616 Irving Street, N. E. 20018
526 - 7004

Home: 1910 Randolph St., N. E. 20018 - 526-2664

Rev. S. L. Gardner
Randall Memorial Baptist Church
3200 - 22nd Street, N. E. 20018
526-9095

Home: 32 - 53rd St., S. E. 20019 - 582-7089; 582-8381

Rev. Joe L. Gipson
Nash Methodist Church
Lincoln Road & U St., N. E. 20002
832-0346

Home: 62 Rhode Island Ave., N.E. 20002 - 832-5366

Rev. Richard W. Hall
Simms Memorial Methodist Church
2715 - 22nd Street, N. E. 20018
DU 7-4084

Temporary Pastor
Brookland Baptist Church
16th & Monroe Streets. N..E., 20018
526-3857

Home: 5702 - 37th Ave., Hyattsville, Md. 20782 - 277-4750

Rev. C. Alan Hogle
McKendree Methodist Church
South DakotaAve. & Lawrence St., N.E. 20018
529-8772

Home: 2421 Lawrence St., N.E. 20018 - 529-3075

REPORT ON UPPER NORTHEAST

Prepared for the
Joint Urban Committee
of
Washington City Presbytery
and
Potomac Presbytery

By: Larry Lewis
March 12, 1968

THE NEAR NORTH EAST

The Near Northeast area of the city, an area bounded on the west by North Capitol Street, on the north by Eastern Avenue, Anacostía River forms the eastern boundry, and the southern boundry is formed by Mount Olivet Road to the Eckington rail yards southward to Florida Avenue. This area comprises 11.11 square miles with an estimated population in 1965 of 95,800 persons.

The above description refers to a statistical area composed of thirteen census tracts upon which the statistical data in this report is based. However, within this statistical area there are certain geographical and physical features which create a contiguous community. This area is a triangular shaped territory formed by thetwo railroads. The Baltimore and Ohio forms the northwestern boundary with the Pennsylvania Railroad and New York Avenue, a multi-lane highway, forming the south eastern boundary, and Eastern Avenue and Prince Georges County Maryland forming the northern boundary.

The area is transect by four main thoroughfares which run in a northeast-southwest direction: Rhode Island Avenue, Michigan Avenue, New York Avenue, and Bladensburg Road. One main artery transects the area in an east-west direction, South Dakota Avenue. The rest of the streets are of a secondary residential nature.

The Near Northeast is dominated by a few rather striking institutions: the Shrine of the Immaculate Conception, the Catholic University of America, the National Training School for Boys, the National Arboretum, and several seminaries and monastaries. These institutions serve to enhance the residential qualities of the community and have helped to cut down the population density. In the past, prior to 1954, these institutions, especially the Roman Catholic, exercised a great deal of influence over the area.

Commercial-Industrial Complex

The main commercial, warehouse and industrial complex of the city are located in the area with a concentration along the Pennsylvania Railroad and New York Avenue. New York Avenue which is the main trucking route through the city is the artery which the warehouses have been concentrated. Another large commercial-industrial complex has recently been completed in the extreme northeast corner of the area, bounded by South Dakota Avenue, New York Avenue and Bladensburg Road. A smaller commercial-industrial complex is located in the extreme north-west corner along the Baltimore and Ohio Railroad, in the triangle formed by South Dakota Avenue and Riggs Road.

Shopping Facilities and Commercial Recreation

One of the striking features of the Near Northeast is the lack of a business or shopping center. There are two small shopping centers, one located in the thirteen hundred block of Rhode Island Avenue and the other in the Riggs Road South Dakota Avenue Intersection. The area is characterized by a scattering of small corner grocery stores. The neighborhood corner grocery store may invoke a feeling of nostagia, but this type of business is too small to exercise influence on the political structure of the city. The only time congress concerns itself with the corner grocery store is when the newspaper makes a spectacular

This lack of a central business district and shopping facility forces the residents to leave the area to do their shopping. Consequently, this need to travel outside the area, either to downtown Washington or suburban Maryland, contributes to the lack of cohesivenness of the area. Due to the major barriers described above, the railroad lines, and due to the proximity of suburban Maryland with its large shopping centers and the ease of parking, most of the residents have a greater sense of idenity with Maryland than with the District.

In addition to the lack of shopping facilities the Near Northeast is also without any major facility which provides commercial recreation. There is not a family type movie in the area. The two movie houses, the Stanton Art theatre and Village theatre, are supposed to be "adult art theatres." As one person described the fare at the two theatres, "Importing and imposing 'legal immorality into residential and family neighborhoods." The two movie houses have been a sore point for many residents in the area.

The area supports one bowling alley and a few neighborhood taverns. Teenagers and youths are without any form of recreation or entertainment apart from that which they provide for themselves. Individuals and families must go outside the area if they seek entertainment of other forms of diversion.

Public Recreation and Parks

The recreation department in this part of the city as in other areas exists in name only. A few centers are in operation in the late afternoon and early evening. The centers are poorly organized and offer few constructive or challenging programs. Youths are given the opportunity to play basketball in the junior high schools and shoot billards, but beyond this there are few activities that excite the young. Programs for adults are non-existing.

Like the recreation program, parks exist primarily as green splotches on the map or in the minds of the National Capital Parks Service. There is one major green strip which runs along the District line separating D. C. from Maryland. This park is as far from the people as one can possible get. The National Arboretum is not a park, but it is a part of the Agriculture's Department experiment station. The facility while being beautiful serves as a service for developing flowering shrubbery for commercial nurseries. The Near Northeast is fortunate to have it located within its bounds.

Socio-economic Description of the Population

In 1960 the total population for the Near Northeast was 93,777. Of this number 56,530 or 66.7 percent was non-white. In 1965 the estimated population of the area was 95,800 of which 74,000 or 74.7 percent was non-white. During this period there had been an increase of 1,400, or less than one percent increase in the population. By studying the chart, Estimated population 1965, it will be observed that in over half of the census tracts there was a decrease in the population.

The first observation which must be made in regard to the Near North East is that it is very difficult to make generalizations about the area. For example, Census tract 92.0 has an average education level of 11.4 years, a non-white population of 52.5 percent, one of the smallest percentage of elderly and preschoolers of the area. Yet this census tract has the lowest average income in the area. This can not be accounted for by the possibility of there being a female religious order, or a girls college. This census tract further turns up the anomaly of having twice as many females under the age of twenty as there are males.

The second observation about the statistics from this area is that the location of the large number of religious orders tend to throw the statistics out of lance. The presence of seminaries will tend to throw the population statistics n favor of certain age groups. Also the average income of an area will be lowered. This particular group in the population will also affect the education sta-istics, and the size of the family, and the housing unit.

The third observation is that the location of several orphanges and homes for he elderly have also inflated the statistic in favor of either the young or the ery old.

The population of the area will remain rather stable except for the areas uch as Montana Avenue Terrace, St Vincent, and the National Training School Site. The increase in housing units constructed in the area represented only a .05 per cent increase in the past seven years. The rest of the housing units being con-tructed in the area are single family homes in the price range of 25,000 to 0,000 dollars.

NEW HOUSING UNITS CONSTRUCTED
1960-1966

	1959	1960	1961	1962	1963	1964	1965	1966	Total
95.4	7,317	20	10	43	13	53	13	0	152
95.3		6	-1	21	6	0	0	-1	31
95.2		-1	12	0	2	41	15	-4	65
95.1		3	1	211	0	41	16	0	272
94.0	1,847	5	6	17	1	1	-4	1	27
93.0	2,035	13	4	1	2	4	0	-4	20
92.0	2,335	3	4	1	-6	6	2	6	16
91.0	3,028	8	61	9	0	7	2	158	245
90.0	646	-1	2	182	-4	-6	-7	-2	164
89.0	3,454	51	0	25	3	2	0	6	87
88.2	4,317	0	0	0	6	0	18	-12	12
88.1		-1	8	-1	32	-1	19	-11	45
87.0	1,978	3	23	1	9	10	2	1	49
	26,957	109	130	510	64	158	76	138	1,185

Units Built	1185
Grand Total Units	28,142

.05% increase in housing

The racial fluxin the area has probably stabilized at this point at the seventy-five percent mark. The actual number of whites will generally remain at its present level although the actual percentage may decrease with the building of low income housing in the area. Most of the whites who now remain are middle age or elderly who own their homes. The attachment to the property will keep the family in the area. Other families with school age children repain in the area because they wish their children to grow up in an integrated neighborhood. Other families who are concerned about interracial dating are either sending their children to private schools or will do so as the children reach the junior high age.

This area of the city with its suburban character has attracted large numbers of professional and middle level Negro civil servants. On the basis of this knowledge it is safe to assume that the income and educational level of the Negro family is higher than that of the whites who formerly lived in the area. In the Sherwood Presbyterian Church the Negroes who are members of the church have higher incomes and education than the white members. Likewise, these Negro families will tend to have smaller families than whites from a comparable socio-economic strata.

Families who live in census tract 95.4, 95.3, 95.2, 95.1, 94.0 and 93.0 will be upper middle class. Whereas, the families in census tracts 92.0, 91.0, 90.0, and 89.0 will be middle class. Census tracts 88.1, 88.2 and 87.0 will be composed of lower middle class and upper lower class. With this type of sociological division each group will demand and need different programs. The first group will be oriented more towards education and social involvement. The middle group will be television and movie oriented. The lower group will respond primarily to service programs, such as children and youth work.

Charts

ESTIMATED POPULATION 1965

	Total	White	Non-White	% Non White	Change Since 1960
95.4	9,800	3,800	6,000	61.9	-800
95.3	3,900	1,800	2,100	52.9	-700
95.2	7,700	3,600	4,100	53.0	-200
95.1	4,900	2,600	2,300	46.8	+900
94.0	6.300	1,200	5,100	81.0	+200
93.0	8,400	1,300	7,100	84.5	+700
92.0	8,000	2,900	5,100	64.1	-100
91.0	9,900	2,300	7,600	76.5	+100
90.0	3,500	1,100	2,400	67.6	+1,100
89.0	10,600	100	10,500	99.3	-200
88.2	7,400	400	7,000	94.9	-300
88.1	7,100	300	6,800	95.3	-400
87.0	8,300	400	7,900	95.3	+1,100
TOtals	95,800	21,800	74,000		+1,400

POPULATION BREAKDOWN 1960

	Total Population	Males 6-20	Females 6-20	Age 21+	AGe 65+
95.4	10,516	1,174	1,303	6,592	622
95.3	4,595	0,499	503	3,097	416
95.2	7,803	0,672	831	5,208	569
95.1	3,980	0,278	397	2,907	207
94.0	6,012	0,707	770	3,882	553
93.0	7,657	0,862	856	5,178	669
92.0	8,053	722	1,209	5,365	603
91.0	9,715	1,011	6,164	6,212	876
90.0	2,388	717	240	1,184	156
89.0	10,732	1,107	1,324	6,526	335
88.2	7,629	847	923	4,754	340
88.1	7,495	875	958	4,363	202
87.0	7,202	845	909	4,433	418
Totals	93,777	10,316	11,392	59,701	5,966

NON-WHITE POPULATION 1960

	Number	%
95.4	3,639	34.6
95.3	2,138	46.5
95.2	3,480	44.4
95.1	558	14.0
94.0	4,143	68.9
93.0	5,745	75.0
92.0	4,233	52.5
91.0	5,388	55.4
90.0	1,067	44.6
89.0	10,631	99.0
88.2	7,069	92.6
88.1	6,925	92.3
87.0	6,440	89.4

LEVEL OF EDUCATION

	Average Years	Rank
95.4	12.3	37.5
95.3	12.6	26
95.2	12.2	42
95.1	12.6	26
94.0	12.3	37.5
93.0	12.4	33.5
92.0	11.4	60.5
91.0	11.7	53
90.0	10.1	86.5
89.0	10.7	71.5
88.2	9.7	94
88.1	9.8	91
88.0	9.4	98.5

PRE-SCHOOL POPULATION 1960

	Under 6 Years	%	Rank
95.4	1,447	13.7	45
95.3	491	10.6	68
95.2	1,029	13.1	48
95.1	398	10.0	77
94.0	653	10.8	66
93.0	761	9.9	78.5
92.0	757	9.4	81.0
91.0	1,328	13.6	46.0
90.0	247	10.3	71
89.0	1,775	16.5	25
88.2	1,105	14.4	38
88.1	1,299	17.3	19
87.0	1,015	14.0	40

ELDERLY

	Number 65+	% of Population	Rank
95.4	622	5.9	93
95.3	416	9.0	56
95.2	569	7.2	85
95.1	207	5.2	99
94.0	553	9.2	55
93.0	669	8.7	62
92.0	603	7.4	77.5
91.0	867	9.0	58.5
90.0	156	6.5	90
89.0	335	3.1	113
88.2	340	4.4	103
88.1	202	2.7	116
87.0	418	5.8	94

AVERAGE INCOME

	Income	Rank
95.4	$7,724	8
95.3	7,116	12
95.2	5,469	34
95.1	3,591	93
94.0	7,011	13
93.0	5,227	39
92.0	2,996	103
91.0	5,548	32
90.0	5,582	28
89.0	4,612	56
88.2	4,312	64
88.1	4,224	68
87.0	4,017	78

SOUND HOUSING

	Number	%	Rank
95.4	3,081	99.4	12
95.3	1,170	98.9	19
95.2	2,064	92.5	62
95.1	1,281	99.3	17
94.0	1,640	95.0	47.5
93.0	2,208	92.5	64
92.0	2,046	90.8	74
91.0	2,804	94.6	51
90.0	471	91.3	69
89.0	3,426	99.5	2
88.2	1,830	85.4	92
88.1	1,894	86.2	90
87.0	1,765	91.1	73

SIZE OF HOUSEHOLD
Persons in Family

	Medium Persons	Size Non-White
95.4	3.2	3.6
95.3	3.2	3.7
95.2	3.0	3.8
95.1	2.2	3.2
94.0	3.1	3.5
93.0	2.6	2.7
92.0	2.4	3.6
91.0	2.7	3.9
90.0	3.2	3.6
89.0	2.8	2.8
88.2	3.1	3.3
88.1	2.8	2.8
87.0	3.3	3.5

HOMEOWNERS

	Number	%	Rank
95.4	2,214	72.9	8
95.3	1,085	93.1	1
95.2	1,376	62.3	14
95.1	242	19.4	73
94.0	1,392	81.9	5
93.0	1,215	52.4	22
92.0	778	36.1	45.5
91.0	1,265	43.8	29
90.0	363	72.3	9
89.0	513	15.0	87
88.2	789	37.4	43
88.1	231	10.6	97
87.0	750	40.3	35.5

SINGLE FAMILY HOUSING

	Number	%
	2,358	76.1
95.4	1,178	99.7
95.3	1,646	73.8
95.2	225	17.4
95.1	1,543	89.4
94.0	1,425	59.7
93.0	1,079	47.9
92.0	1,494	50.4
91.0	494	96.3
90.0	926	26.9
89.0	1,234	57.6
88.2	401	18.3
88.1	1,001	51.7
87.0		

SCHOOL ENROLLMENT 1960-1966 **
ELEMENTARY SCHOOLS

	1960	1961	1962	1963	1964	1965	1966
Brookland	338	354	375	346	361	394	386
Bunker Hill	893	869	939	1001	1118	1174	1195
Burrough	907	890	929	966	953	1011	989
Eckington	187	244	260	316	300	300	284
Keene	863	837	908	890	920	948	932
Langdon	776	787	818	869	912	825	837
La Salle	951	988	1080	1122	1027	1012	1036
Noyes	778	704	787	801	822	827	880
Slowe	234	279	283	344	384	388	384
Webb	961	941	941	960	958	987	1025
Woodridge	548	555	575	607	596	699	693
Young	1632	1498	1432	1452	1438	1473	1479
Total	9068	8946	9327	9674	9789	9982	10120
Change		-122	+381	+347	+115	+193	+148

Total Increase for years 1960-1966 - 1052

Per Cent Increase .11

JUNIOR HIGH SCHOOLS							
Backus	***	***	***	1256	1306	1335	853*
Browne	1129	1257	1298	1385	1373	1340	1297
Langley	1112	1138	1170	1197	1183	1109	1172
Taft	*1443	1541	1616	1222	1266	1246	1117
Total	3684	3936	4084	5060	5128	5030	4439

*1966 represents the first year since 1962 when Backus Junior High School was constructed that the enrollment figures give a full picture of the number of students from the Near Northeast enrolled in junior high schools in the area. During the years of 1963 1964 and 1965 approximately one thousand of the students enrolled in the schools were from other areas of the city.

** Senior High School enrollment is not shown because the students are divided among high schools which are located outside the boundaries of the Near Northeast.

ousing

The Near Northeast is an older single family stable middle class community. The ommunity originally grew up around the Eckington Rail yards and The Catholic University f America in an area called Brookland. Many of the original residents of Brookland were employees of the railroads, such as conductors, engineers and yard workers. Later s the university grew with its associated religious communities many teachers and emloyees of the university moved into the area. The religious nature of the university attracted additional families to the area who wished to be near the Roman Catholic institutions. The persons in the later category were generally of the Irish and Italian background.

Detached, single family houses tend to pre-dominate in the older section of Brookland. This gives one the impression of stabliness and the feeling that one is entering a village rather than being in a city. Out beyodd the older Brookland section the row houses begin. Again these are single family residences, and privately owned (see chart above.) Beyond this area, roughly east of Michigan Avenue and north of South Dakota Avenue, detached single family housing predominates.

This latter area, census tracts, 95.4, 95.3, 95.2, 94.0 and 90.0 ranks the highest in the District with homeowners and the value of homes. Also, census tracts 95.3 and 94.0 have some of the largest houses in the District.

Homeownership in the near Northeast ranges from a high of 93.1 per cent in census tract 95.3, ranking number one in the District to a low of 10.6 per cent in census tract 88.1. Census tract 88.1, 89.0 and 95.1 are the areas of private owned apartments.

This high rate of privately owned homes accounts for the fact that this area of the city has one of the highest overall rates of sound housing in the city. Census tracts 88.1 and 88.2 have the highest per centage of unsound housing. Also, this is the lowest income area, but a comparison of statistics do not bear out other factors that one would expect to find in an area of unsound housing. A comparison of statistic can not offer an ready explanation for some of the facts expressed in the statistics.

Brentwood Village

Brentwood Village, and apartment development covering several blocks, is the only major apartment complex in the area. This apartment house in recent years has steadily deteriorated and recently made newspaper headlines because of the massive number of housing violations.

This apartment complex houses untold numbers of lower middle class families who would respond to the right type of church programs.

Rhode Island Plaza

This apartment house whihc is located on Rhode Island Avenue across from Brentwood Village has been a favorite apartment for young Negro government girls.

Riggs Plaza

A combination apartment and duplex housing development in the triangle formed by Riggs Road and South Dakota. The residents are primarily young middle class families.

Northeast Group Ministry

The churches in the Near Northeast can be pointed to as instruments which have served in the past to help destroy and divide the community. When the population began to change from predominately white to Negro the churches refused to serve the community in any way. Even now some of the churches remain all white. Others have integrated only because they have been forced to by the Negroes joining the church. Within the congregations little has been done to incorporate the Negro into the full membership of the church.

In terms of the community at large, the church has viewed its role primarily in the traditional sense of worshiping God on Sunday morning and having a Sunday School. Beyond this the churches have remained totally aloof from the community. The community has been totally without any kind of trained or knowledgeable leadership. In this leadership vacuum has arisen several persons who are using the community to advance their own ambitions at the expense of the community.

The net result of the church's non-involvement in the community is the fact that all of the churches in the community are either dead or dying. All of the mainline Protestant churches are facing declining membership, members remaining are middle-aged or elderly, and few if any children in the church school. None of the churches have active or dynamic youth or young adult programs. Those programs which do exist are irrelevant to the world in which the teenager or young adult lives. Most of the ministers in establishing or maintaining programs are attempting to deal with their present situation with ideas that were out-moded twenty years ago.

Finally, the ministers have recognized the desperate straits which they and their churches are in. The situation which the church in the Near Northeast faces is to either develop new forms of the ministry on an ecumenical basis or die. In this crisis situation, several of the ministers began to meet for the purpose of discussing the problems of the church and the community. As the ministers begin to involve themselves in the community they became aware that the problems were of such dimension that an individual minister or church could not deal with the problem alone. Further, most of the ministers fast became aware of their inability to either comprehend the socio-economic-political forces at work in their community, or how to mobilize the community to deal with these forces.

Out of this background, most of the ministers of the twenty-two churches which are physically located in the area have come together to form the North East Group ministry. At the present time the ministers are meeting together to explore ways that the churches might work together to deal with the problems of the community. The present weakness of the organization is the lack of real commitment to the ecumenical approach. Some of the ministers still operate on the illusion that one day the individual minister will hit upon the gimmick which will make his church be what it was five of ten years ago.

In spite of these illusions and because some of the younger ministers are willing to face the religious facts of our time the Group Ministry is taking shape and developing into an ecumenical ministry. Once the group committed themselves to work for the betterment of the community and became involved as they have, the forces at work in the community have forced the ministers to work together as a group.

The forces which the federal government unleashed by announcing the immediate development of the National Training School site as a model housing site has emphasized the need for this group ministry. These forces have helped to shape, and will tend to define, the role of the group ministry as mediating and liaison agency among the various factions that exist in the community.

It is hoped that the ministers will view the crisis situation which they and their congregations are in and will act to do something about this situation. This may require some drastic action on the part of the church and the denomination leaders. Some of the churches may have to be united with others of a different denomination. Specialized staffs may have to be hired. Programs will have to be operated on a joint basis. The church must learn to see programs which are developed to serve the community as a form of evangelism.

CHURCHES IN THE NEAR NORTH EAST

Baptist, D. C. Convention

Brookland	16th and Monroe Streets N. E.
Randall Memorial	3200 22nd Street N. E.

Baptist, National

Brookland-Union	3101 14th Street N. E.
Con[illegible]	3108 17th Street N. E.
Greater St Paul	5720 South Dakota Avenue N. E.
St Paul	1611 Brentwood Road N. E.
Second St Paul	2400 Franklin Street N. E.

The Way Church of Our Lord Jesus Christ World Wide, Inc.

Woodridge	2226 Evarts Street N. E.

Disciples of Christ

Michigan Park	South Dakota Avenue and Taylor Street N. E.

Christian Science

Seventh	22nd and Rhode Island Avenue N. E.

Lutheran Church in America

Redeemer	2 Rhode Island Avenue N. E.
St Peter's	1725 Michigan Avenue N. E.

Methodist

Brookland	14th and Lawrence Street N. E.
McKendree	South Dakota and 24th Street N. E.
Nash	Lincoln Road and U Street N. E.
[illegible]rms Memorial	2715 22nd Street N. E.
Reid Temple A. M. E.	1335 Michigan Avenue N. E.
R. L. Jones	1723 Lawrence Street N. E.

Presbyterian

Church of the Redeemer	15th and Girard Street N. E.
Sherwood	22nd and Varnum Street N. E.

Protestant Episcopal	
Our Saviour	1616 Irving Street N. E.
Roman Catholic	
St Anthony	12th and Monroe Street N. E.
St Francis De Sales	2015 Rhode Island Avenue N. E.
Other	
First Church of Christ Holiness	1219 Hamlin Street N. E.
Seventh Day Church of God	3022 Bladensburg Road N. E.

- - -

National Training School (Fort Lincoln Community)

The National Training School site is composed of 307 acres of land in the extreme northeast corner of the city. This site is physically one of the most beautiful areas of the city. From the top of the higher ridge which runs through the site one has a panoramic view of the whole city. Originally under the 1985 plan for the city the planning council had planned an economically balanced residential community of five thousand residences to accomodate 16,000 persons. "To minimize disruption to the adjacent Northeast community, supporting facilities, including schools, recreational facilities, and police and fire protection, should be provided on the site."

Now under pressure from the White House the projected population for this site has been expanded to house between 50,000 and 75,000 persons. The first occupancy of this development is scheduled for the latter part of 1969 or early 1970. Under the pressure which the planning commission is working under there will be a total disruption of the adjacent Northeast community. For example, the first 125 units to be constructed on the site will be public housing. The average family in National Capital Housing is composed of 4.7 children. This means there will be an additional 590 school age children coming into the area. Half of the children will be elementary school age and the other half will be dificed between junior and senior high students.

The planning agency has not fully planned the highway and public transportation for the area. At the present time the Near Northeast is a contiguous community with well defined boundaries. The above proposed plan for this site will necessitate developing several of the existing avenues into multilane throughways which will divide and separate the area

In addition to the problems which the development of the National Training School site will create, this new community offers opportunities for the church to develop new forms of the ministry from its inception. We assume that the government will make space available for the development of churches in the community. It is hoped that the experience of South-West will not be repeated here on this site, that is, that the mainline churches set up individual churches which will be competing with each other for members and finances. With the right kind of ecumenical cooperation and planning it would seem that from the beginning a multi-service facility could be planned with the right type of staff which would serve and develop the religious needs of the new community.

Community Development

The Near Northeast has been noted for its middle class family stability. This stability has been an asset in that many of the social problems associated with unstable neighborhoods have been absent. The twelfth precinct has had one of the lowest crime rates in the city. Since the area is predominately middle class problems associated with the poor have been hidden by the overall affluence of the community.

The stability of the community also has its liabilities. Since there have been few pressing social problems the government has concentrated its resources in other areas of the city. Now that the problems of over crowded schools, lack of health facilities, underdeveloped recreation and park facilities have become pressing issues the community is lacking in a structure to deal in a realistic way with the government.

Typical of most Middle-class communities each neighborhood has its small parochial civic organization that occupies itself with the problems of getting street lights, the streets cleaned and aiding the local school to raise money. Political know how seldom extends beyond knowing the precinct captain on an informal basis or knowing a minor official in a government department. In the past this intimate knowledge of a person could get a small improvement such as removing an abandoned automobile or a street repaired. Sometimes the civic organization might rise to the occasion to go to the District building to testify against the granting of a liquor license. On the whole the civic organization has never involved itself in politics or the larger problems of the community. Seldom has there been cooperation between the civic organization. Never has there been an attempt to organize or deal with the problems that affect the community at large.

In the past few years a series of ad hoc committees have been formed to deal with problems such as the freeways or public housing. These committees have represented the interest of individuals and not the community. The success or failure of the committees has been dependent on the intelligence, the energy and zeal of a few dedicated individuals.

The National Training School, the freeways, the schools and the public housing issues have created near panic in the community. In each of these situations the District government has worked to divide and destroy the community. The government, especially the highway department, has eroded the community by circulating rumors and buying property while pretending to be holding public hearings on the highway system. This intentional deception of the public was done with the knowledge that the citizens were not going to unite to oppose the government because the citizens lack the sophistication to deal in pressure tactics.

In an atmosphere of community division and uncertainty, and the desire of property owners to sell their property, which they know will be condemned, at a decent price the community has been ripe for dishonest persons and others who are motivated by personal gain to step in and exploit the community. In the past few months several organizations have cropped up claiming to represent the community at large. In reality these organizations are the creations of the individual who happened to call the press conference on that particular day.

The tragedy of this exploitation by individuals is that the Near Northeast community will probably be destroyed in the conflict and power struggles which will ensue. Various and sundry slogans will be used by these individuals to prove that they are more loyal to and have greater interest in the community than others. My own observation of these individuals is that they have little interest in the community, but are trying to further their own interest. The net result of this fighting is that this area will be destroyed in the same manner that the older Negro community of Anacostia has been destroyed.

In this stage of conflict between groups and individuals the government will continue to implement its plans and programs. It is doubtful, knowing the individuals involved in the fights, that a compromise situation can be worked out. One can foresee that in the near future that the community will deteriorate to the point where the twelfth precinct will begin to have an increase in crime rate. Without an improvement in the schools and other community facilities the middle class families will move out of the area.

At this point there is the need for some one to serve as a liaison between the various civic organizations which exist in the a rea. It is hoped that the Northeast Group Ministry will get itself organized to the point where it can serve the needed role in the community.

Public Housing

Near Northeast along with the upper northwest have been the two areas of the city without any public housing. However, three projects have been scheduled for development in the area by National Capital Housing Authority. The first project, Montana Avenue Terrace, is scheduled to be completed at the end of 1967 with occupancy beginning during January of 1968. Construction of 300 units at 4th and Edgewood Streets on a site known as St Vincent's will begin in 1968. Another 125 units of public housing will be built on the National Training School site with the schedule completion in 1969 or early 1970.

Public housing projects create unusual problems in a community. Many of the home owners resent the presence of "project" in their neighborhood our of fear that the value of their property will decline, and the fear of an increase in the juvenile crime rate.

> The typical offender referred to the Juvenile Court is a Negro youth born and raised in the District. . .The delinquent was often a product of a broken home and had done poorly in school or was a dropout. . .Both adult and juvenile District offenders are most often products of the local environment. . .Juvenile offenders were raised in homes marked by similar instability (broken homes, divorced or separated parents or raised by some-one other than their natural parents). . .Offenders often grow up in large households. President's Commission on Crime in the District of Columbia, pp. 120-25

On the adult level the residents of public housing tend to have great hostility and distrust of their neighbors. The children and youth, on the other hand develop a great sense of cohesiveness. They are always on the defensive. It is the project versus others. These young people know they are resented, and feel very strongly the stigma tha t is attached to living in the projects.

The above quote is cited because each of the project developments described below will be built for the purpose of housing large families, many of whom will be broken families headed by a female.

A. Montana Avenue Terrace: 18th Street and Montana Avenue N. E.

Montana Avenue is to be a specialized housing development for the purpose of housing large families. All of the units will consist of four, five and six bedrooms. Most of the families moving into these housing units will contain from eight to twelve persons. All of the families will be problem families, referred by the Juvenile Court, the Department of Public Welfare, and by other housing projects.

This housing development represents the District government at its worst. There has been absolutely no coordination and planning by the various departments and agencies of the government. With the above information available, i.e. the causes of juvenile delinquency, the knowledge that there is not a single social service agency in the Near Northeast, and the fact that this would be a project for large and troubled families, Montana Avenue was built without any space being provided for community services for the residents. Consequently, this large influx of low income families will further tax the already overcrowded schools in the area. (See the attached charts.) Further, because of the relatively high income of the average family in the Near Northeast none of the supportive services, such as employment, welfare, public health or birth control clincs, provided by the United Planning Organization and other agencies will be located in the area.

The one bright ray of hope in this project is that it has been designated a pilot project. This property will be turned over to a private property management corporation to be managed for National Capital Housing Authority. At this time both the housing authority and the private corporation are open to suggestions for ways of enhancing the family life in the project and ways of incorporating the families into the community.

SCHOOL INFORMATION ON THE MONTANA TERRACE AREA--March 20, 1967

The following information was obtained from the School Board on March 20, 1967. Enrollment figures shown are as of October 1966.

	School	Existing Capacity	Proposed Expansion	Present Enrollment
205	Langdon Elementary	738	1969 (no.rms.not known)	837
199	Woodridge Elementary	570		683
246	Slowe Elementary	330	(15-rm.addition near completion)	[illegible]
213	Noyes Elementary	708		880
177	Burroughs Elementary	918	1972 (no.rms.not known)	989
103	Brookland Elementary	360	(Compl. replacement w/increase of 20 rms.)	386
N-1	New Elementary (Lincoln Rd. and Douglas St. N. E.)	- Proposed new 38-room Elementary School Completion estimated 1968.		
181	Langley Junior High	905		1172
220	Taft Junior High	994		1117
198	McKinley High	1787		2296
(not shown)	Dunbar High	1258		1514

The School Board estimated in 1966 that by 1969 the area would be 19 classrooms short.

B. St Vincent's 4th and Edgewood Streets N. E.

St Vincent's is a procosed high density housing project which will be developed by the Roman Catholic Church under the 221 (d) 3 program of the federal Government. A total of 1500 units will be built. Of this 300 units will be financed by the National Capital Housing Authority for public housing.

At the present time the agencies involved in the development of this project will not release information. It is known that the project is already planned and that construction will begin in 1968. Up to this point the community has not been involved in the planning. It is known that service and supportive facilities will not be available to care for the families.

C. The National Training School: Bladensburg Road and South Dakota Avenue, N. E.

In the extreme northeast corner of the National Training School site the National Capital Planning Commission has set aside a site for the construction of 125 units of public housing. This project as it is now planned will be physically and architectually separate from the middle class and moderate income areas of the site. Plans now call for these units to be the first part of the site to be developed. If this be the case, all kinds of problems will be created for both the residents and the community at large.

The residents will be totally isolated from the community by a major multi-lane highway. The nearest shopping center is approximately a mile away. The nearest elementary school is a half mile from the site. With the present population growth the school board estimates that by 1969 the area will be short nineteen class rooms. However, this estimate does not include the influx of persons from the Montana Avenue project or either of the other two projects described above. In addition, the school board has been forced to delay the construction in the Near Northeast in order to relieve the over crowding of schools in the far southeast.

HELP FOR RETARDED CHILDREN, INC.
405 Riggs Road, N. E.
Washington, D. C. 20011
April 1, 1969

HRC HIGHLIGHTS FOR THE YEAR 1968

Help for Retarded Children currently operates two units:

One consists of a three phase program including a Pre-Vocational Group (ages 13-16), providing schooling in basic academics, social skills, and work readiness activities. Job Training Program (ages 16 and up), includes work sampling and exploration, personal adjustment training, specific vocational skills training, and transitional work experiences. The Sheltered Workshop (ages 16 and up), provides sheltered employment for those, who because of mental and physical limitations, are unable to secure and maintain competitive employment.

The other unit is located on the grounds of St. Elizabeth's Hospital and consists of a transitional workshop program designed to provide rehabilitative services to a chronically ill psychiatric population, many of whom are retarded. These services include paid contract work, instruction designed to orient patients to the current work community, group discussion sessions, and exploratory field visits to potential places of employment.

1968 has been a year of "emphasis" on the improvement, expansion and extension of all of our programs. Some of our accomplishments have been as follows:

(1). In conjunction with the D. C. Department of Vocational Rehabilitation, we have made special efforts to locate and render service to the retarded who are victims of poverty. Statistics indicate that 75% of all mental retardates come from this group which is characterized by physical, cultural and emotional deprivation. HRC will have extended services to over 360 clients before the year is over and a majority of them will have come from the poverty areas. The building capacity on Riggs Road is about 180. Present enrollment has been averaging over 210 and with increased referrals and extension of evaluation periods, one can easily understand why HRC needs additional space, staff, and equipment.

(2). In 1968 HRC, in conjunction with DVR, was able to extend its services to Junior Village, Cedar Knoll and an additional population at the District Training School. These groups were comprised of mental retardates, juvenile delinquents and emotionally disturbed individuals. Primary emphasis was put on vocational training and social adjustment and the results have been quite encouraging. Some of these clients have already been able to reenter the community on an independent status, obtain jobs in competitive settings and in general affect a better emotional and social adjustment.

With additional space, staff, and equipment, the services rendered to these institutions can be expanded to not only include a greater number of trainées but also to provide added areas of vocational training.

(3). The St. Elizabeth's program got off to an auspicious start and has developed so quickly and successfully that we are already in need of additional space, staff and equipment to adequately and effectively serve the number of patients being referred. HRC is glad to report that cooperative efforts on the part of the St. Elizabeth, HRC and DVR staffs are being made to resolve this problem so that the program can continue to expand.

(4). We are proud of our Food Service program which is now providing over 100 lunches per day. This program serves a double purpose. Not only does it provide good hot lunches, it also is serving as an excellent training facility. Many of our "graduates" have gone into food service positions throughout the Washington area.

(5). HRC has always provided services to the Metropolitan Washington area, but in 1968 we served an increased number of clients from Prince Georges and Montgomery Counties and for the first time extended our services to include trainees from Charles and St. Mary's Counties in Maryland.

(6). HRC Governmental Affairs Committee has done a tremendous amount of work and has made many appearances before the District Board of Commissioners, the District Board of Education and before Congressional Committees, at all times trying to improve and promote the general welfare of mentally retarded children. The objectives have been:

(A) The establishment of a separate Department of Special Education.

(B) The extension of tuition grants to those mentally retarded for whom there are no present adequate educational facilities in the D. C. Public School System.

(C) A new school building to accommodate the trainable retardates.

(D) More District funding for special education programs in the schools.

(E) A meaningful program for the educable retarded child.

On August 15, 1968, the Board of Education of the District of Columbia did create a separate Department of Special Education.

(7). HRC membership, which is comprised primarily of the parents of retarded children, increased from 206 in 1967 to 338 in 1968. Many of these parents are from low income groups. Meetings are held monthly when speakers are brought in to discuss pertinent topics. The members are encouraged to ask questions and to participate in the meetings and many of them are actively serving on committees.

(8). The HRC contract with the Department of Vocational Rehabilitation was renegotiated and as a result, beginning with July 1, 1968, HRC will be receiving $7 per day per client for tuition fee as against the former rate of $5 per day. This is an increase of 40% and HRC hopes that it will substantially contribute to the 10% across the board raise in staff salaries beginning January 1, 1969.

(9). Volunteers played an important role at HRC. Without them, we could not have run the summer programs. There were 22 regular dependable volunteers whose abilities included swimming and physical fitness, athletics, dancing, music, speech therapy, remedial academics, and occupational therapy. We presently have the services of a retired medical doctor. He is in the process of arranging a complete Dental survey for all of our clients and plans to follow it up with arrangements for consultative procedures with specialists in the field of cardiology, neurosurgey, orthopedics, internal medicine and psychiatry.

(10). HRC has served as a primary facility for University graduate students enrolled in Vocational Rehabilitation and Counseling programs to receive practicum experience in the rehabilitation process. Students are encouraged to participate actively in all phases of the program and thus given ample opportunity to develop valuable insights into the various handicaps with which they will eventually be working.

(11). We are planning to fulfill some of our staff requirements when possible through the use of the New Careers Program under the Scheurer Amendment to the Economic Opportunity Act.

HELP FOR RETARDED CHILDREN, INC.

Information Sheet

Name of School	Help for Retarded Children, Inc. Occupational and Training Center
Address	405 Riggs Road, N.E. Washington, D.C. 20011
Telephone	529-0070
Executive Director	David Silberman
Director of Programs	~~Mrs. Aretta B. Moore~~ Vincent C. Gray Acting Director of Programs
Type of School	Day school, coed, ages 13 years and up. Year-round program. Transportation furnished by parents.
Fees	$100.00 per month, payable in advance Prevocational - Social Adjustment Program $50.00 per month, payable in advance Sheltered Workshop
Type of Client Accepted	Mentally retarded, cerebral palsy, epileptic emotionally disturbed, multiple-handicapped
Area Served	Metropolitan Washington
Supported By	United Givers Fund, Training Fees Tuitions, Contributions
Admission Procedures	Acceptance into the program is largely contingent on an interview with the Coordinator of Admissions. Each potential trainee must submit a current psychological assessment and medical history which will be reviewed by the Admissions Committee prior to making a decision on acceptance.

Description of Program Three phase program consists of: Pre-Vocational Activities Unit (ages 13-16), providing schooling in basic academics and social skills and work readiness activities. Job Training Program (ages 16 and up), includes work exploration, personal adjustment training, and specific vocational skills training (community placement). The Sheltered Workshop (ages 16 and up), provides sheltered employment for those, who because of mental and physical limitations, are unable to be employed in the community.

FT. LINCOLN
NEW TOWN
ENVIRONMENTAL EDUCATION PLAN

Recommendations

Prepared and Submitted
by the

ENVIRONMENTAL SCIENCE CENTER
5400 Glenwood Avenue
Golden Valley, Minnesota 55422

This study was prepared for the Educational Services Division of General Learning Corporation by the Environmental Science Center under the direction of B.B. Clark, C.E. Vogt and M.J. Naylon. Work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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Section IV. CONCLUSIONS
- Failure of the present system
- Urban emphasis
- Leisure, sensitivity and expression
- Interrelated systems of operative knowledge
- Environmental education in the environment

Section V. SUMMARY
- Introduction
- Educational experiences
- Schools
- Biological and sociological climate
- Environmental education

I. ECOLOGY AND THE INSTRUCTIONAL PROGRAM

Introduction. The plans for the development of Fort Lincoln New Town repeatedly demonstrate a concern for man's relation to his environment. Appearing throughout the information provided are references to (1) land development consistent with the ecological conditions of the site; (2) creation of a unified physical environment; and (3) preservation, within limits, of the existing natural attributes of the area. Of equal significance (if not greater importance) is the consideration given to the creation of learning environments - schools or other areas wherein "education" proceeds. Finally, the educational modes to be developed - the curriculum and strategies - seems to reflect a strong environmental orientation. The notion of the ecosystem - an aggregation of life entities, physical environs and an integrated system of energy phenomena - is a pervasive one. Further, the most significant ecological idea appearing within the materials examined was that of the continuum.

An educational continuum. A continuum (viewpoint) would cause an educational planner to provide for an uninterrupted series of experiences each interrelated with the other. It would abolish the notion of the disciplines and the customarily fragmented mode of subject presentation It would call for a provision for correlated experiences not all of which are preplanned. And thus would admit of serendipity in the learning process.

From another standpoint, the learning environment would not be a single physical structure. It would be the child's entire environment limited only by the lack of ability to physically get from one point to another within it. We are thinking here about concern for expanding the concept of school to include the immediate community, neighborhood, city, etc. No longer, then, is there such a physical entity as a school that exists by and for itself. Concomitantly, there will no longer be lodged in the mind all of the negative thoughts the word school evokes.

Interdependence and education. The benefits of an ecological point of view in terms of planning for the future of man's community are patent. Communications, technology, travel, and knowledge have progressed to the point that the world can be considered an ecosystem in which man is the dominant species of animal. To view the world as an ecosystem is to realize the interrelationships which have been woven among men; interdependence among men now exists on a world rather than community basis. To think only of one's immediate environment is to perceive and live a parochial existence no longer consistent with reality. Indeed, it is a dangerous position to hold.

According to Ian McHarg, it is to education that the greatest benefits of an ecological point of view will accrue. "Here separatism rules, yet integration is the quest. This ecology offers (to education): the science of the relations of organisms and the environment, integrative of the sciences, humanities and the arts - a context for studies of man and the environment." If one accepts the proposition that the ultimate goal of education is to potentiate the likelihood that a person will achieve fitness in his society - environment, then the ecological view of education would seem to offer valuable insights to an educator whose concerns are similar to the ecologists.

A criticism which can certainly be leveled at the educational enterprise is that at best, it has been a patchwork quilt of unrelated efforts. Sadly, most educational reforms are introduced in a piecemeal way such that reform in one area of the system does not naturally lead to reform in other areas. Curriculum innovation has by and large not caused change in instructional strategies. A "micro-cultural lag" thus results; restructured curriculum taught via traditional didactic methodology. Yet, ecologically speaking, a change in one component of a system should lead to subsequent changes among other components. Since this is often not the case with educational innovations, perhaps the reason is that educators (at least many of them) simply believe that a single innovation at a time is sufficient. An additional barrier is often the evaluation requirement imposed: hard data must be developed before additional facilitating changes occur, forcing one change to be proven effective before others are made regardless of the fact that success of one is dependent on a multiplicity rather than a single set of factors. Change in the total system as well as in one area (curriculum) must always be considered, then, from an interdependence of factors point of view.

Educators must be made aware of the fact that an educational program should be composed of interrelated components. Fragmentation of knowledge into the disciplines leads to the typical elementary teacher's complaint of having to be responsible for eight separate areas in the curriculum. This is a waste of time - the children's - and energy - the teacher's. Children come to see school as eight to ten different disparate experiences, none of which bear any relationship to the other. Often one hears the child in science "class" say, "this isn't science, it's arithmetic." The child might be engaged in graphing data; but he does not view mathematics as a supportive and necessary tool of science. Where did he learn to perceive the separateness?

Ecology seeks to discover interrelationships, to view the world as a whole not as an assemblage. Its view of man is one that sees him as a member of a population. Within that environment man has experiences whose consequences shape his learning, his socialization, growth, and ultimately, his fitness as a member of the community. This would suggest that the broader and richer the experiences of the child the more probable will be a sense of fitness in the future. Adaptability is the key to the notion of fitness. As the child experiences his environment he modifies his behavior to achieve varying degrees of congruence with its elements.

These experiences should include increasingly significant encounters with the environment outside of the school facility. The community is the real world - it is a resource to be explored, examined, measured, explained, and modified. It is not, polemically, the other environment apart from the school, but yet another environment of many interrelated environments all of which exist along a continuum which has no direction, beginning or end. Children should be able to move from one point on the continuum to any other without the "shock" that is so typical of the singular field trip experience. Thus when a situation demands the utilization of an environment having characteristics other than those found in the school, the children should seek to find that environment rather than read about it or attempt to verbally simulate it. The only criterion here is of course the feasibility of an excursion - can a particular environment be found feasibly? Preliminary examination and inventory of a school site and environs prior to the expected or planned-for experience can help the teacher focus the direction of the experience in a way that it can be accomplished.

Functional schools. Realistically, the child will spend the balance of his learning years in a facility designated as a school. This facility can be an exciting, intriguing, and motivating structure if it is planned as sets of contiguous environments whose inhabitants will vary in physical, developmental, emotional, and intellectual characteristics. There must be a habitat, a niche within the structure into which each child can fit. The niche is a physical as well as an emotional and psychological micro-environment. It can be rich and varied and riotous or serene and cool and neutral. Both must exist to accommodate the variation within the inhabiting species. Above all, it must accommodate children first and adults secondly, An ecological framework. While an educational program should probably not be responsive (in an unexamined though well intentioned fashion) to each societal problem or upheavel, there is a sense of urgency about exposing youngsters at a very early age to environmental studies. Essentially this involves coming to grips with the idea that the components of the environment are interrelated and to disturb one is to affect unknown numbers of other components. There appears to be a great deal of evidence which suggests that certain features of our environment have been disturbed beyond the point where resources can be marshalled to save them. Much of this degradation proceeded in the past out of ignorance; that is forgivable. However, present day knowledge clearly shows that several natural resources (air, water) vital to the existence of man on this planet are being rendered unfit for man's consumption. And man has only himself to blame. There is reasonable doubt that he has ever viewed the world as his habitat. Nor has he thought about the possibility that there may come a time when his ability to adapt to an increasingly unfavorable environment is lost.

At the present time man is in a position to evaluate his condition and make decisions. Perhaps that statement should be amended to read some men are able to evaluate. Too few of us have sufficient knowledge to deal with questions which are of an ecological nature. This lack of knowledge in part accounts for our ridiculously slow pace in dealing with the problem. An uncountable number of our population simply are not persuaded that a danger exists, the evidence not withstanding. And perhaps that is the heart of the problem; much of the population is unable to recognize and evaluate evidence of any nature. They simply have not had sufficient evaluative experiences as part of their education. Decisions are made on the basis of other factors not the least of which is one's own personal needs and persuasions.

Many of the previous ideas can be found interwoven throughout the materials examined. They suggest, to repeat, an environmental orientation; which, in turn, has strong implications for the Fort Lincoln New Town Educational Program. The following pages are devoted to a discussion of those implications. Included are: (1) plans for modification of the first educational facility proposed, (2) plans for incorporation and utilization of surrounding facilities as an integral part of the total educational program, (3) some thoughts on staff preparation for use of the environment as a focal point for an educational program, and (4) recommendations for the educational program.

II. ENVIRONMENTAL EDUCATION POTENTIAL IN THE FLNT PROJECT

FLNT 1st Facility. The following recommendations for the FLNT 1st Facility are designed to provide for a numberof experiences which will promote a sense of identity as a community and as a national entity. It is hoped that implementation of the recommendations contained herein will promote an awareness of environmental surroundings, the universe and also provide multiple opportunities for self-expression and interpretation of that with which children are confronted in their planned learning experiences.

a. Paved entrance. The main entrance to the FLNT 1st facility is to be paved and is projected as a recreation area. In that this is to be a main traffic area through which all of the people who will be attending this school will enter, it is suggested that plans will be made to reinforce identification with their community and with the nation. This could be done by the provision for a map of the United States in which Washington D.C. area would be circled or highlighted in some other manner. The second graphic superimposed on the surfaced walk or indented in the cement itself would be a representation of the projected FLNT redevelopment.

b. Pre-school area. Children of this age are well aware of the existance of the family as a socio-ecological unit. At least through their own experience, they recognize the fact that there are such things as mothers, fathers, brothers and sisters. It might be well to use this area to reinforce the concept of family as a sound unit of soceity. This could be done in a number of ways. Along the walls of the building there might be murals depicting animal families and human families representing various races and cultures. The lower portion of the outside walls and fencing might well be made of some material such as oil cloth that would be appropriate for art activities conducted outdoors. In addition to the games and story telling that would take place on this site, the children might be encouraged to engage in art work upon these walls representing or interpreting family unit events. One might also draw parallels to animal families and broaden their horizons by relating and comparing their families to those of other creeds or nations.

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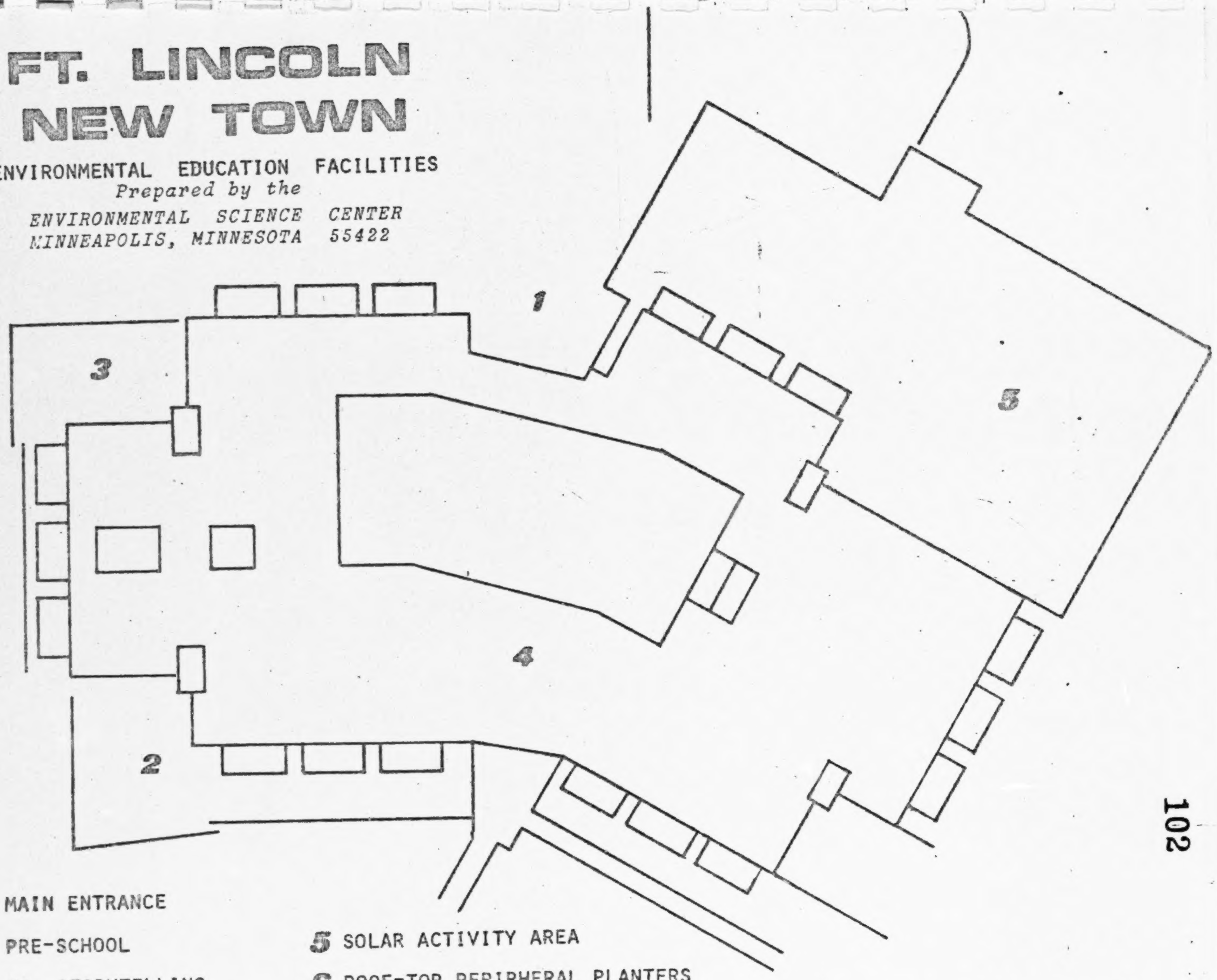


1 MAIN ENTRANCE
2 PRE-SCHOOL
3 KG. STORYTELLING
4 DECENTRALIZED LUNCH
5 SOLAR ACTIVITY AREA
6 ROOF-TOP PERIPHERAL PLANTERS
7 IMMEDIATE SCHOOL GROUNDS

C.E.V.

c. KG story-telling area. General emphasis in this grade level is also on the school and family. It is therefore recommended that this outdoor story-telling area be developed so as to provide an opportunity for self-expression and interpretation. One aspect of the family probably considered at this early age is the "home and shelter" concept. It is therefore recommended that there be a slight grade from the outside wall to the school to create an amphitheater effect.

Provision could be made in the corner area of this enclosure for the inclusion of two structures which could represent home and shelter. One might be rather symetrical and conforming abstractly to the types of buildings that we make, that is to say, relatively square or retangular. The other could perhaps be low and cylindrical. Provision for a multiplicity of holes and openings such as triangles and various other geometric shapes would provide an opportunity for the children to crawl in and out with ease during play.

Inevitably the stories talk about animal homes or various human habitation: The children could be encouraged to act out interpretations by using these various facilities in terms of animal homes and stage props for representations from the story. Further opportunity for an art form expression of the stories that are read could be made by providing for simple writing surfaces upon the lower portions of the side-board or wall. This could be oil cloth or something else that you could write upon yet could be easily removed. In this fashion one provides for not only the listening skills but also interpretative acting and interpretative expression through art itself. The upper portions might contain permanent representations of animal and human homes.

d. De-centralized lunch area. The area outside the lunch space which is viewed through a fixed-glass facility could be aesthetically developec to bring out or reinforce the idea of universe, size relations and distance. This could be done by graphically representing the planets in the solar system in terms of their relative size on the roof top itself. These could probably be painted on annually as a project or put on more or less as a permanent fashion. It is suggested that they be arranged in their linear relationship to the sun.

The wall facing this glassed in area might also be used to point out additional aspects of our solar system by representing the distances between the plants in some reduced scale. These planets might be represented by an appropriate square containing the name, a colored picture and also their astrological symbols. This could be used in the 4-6 science discussions to illustrate our cultural background and also the evolution of science as it moved from an intuitive, parascientific endeavor to the true sciences.

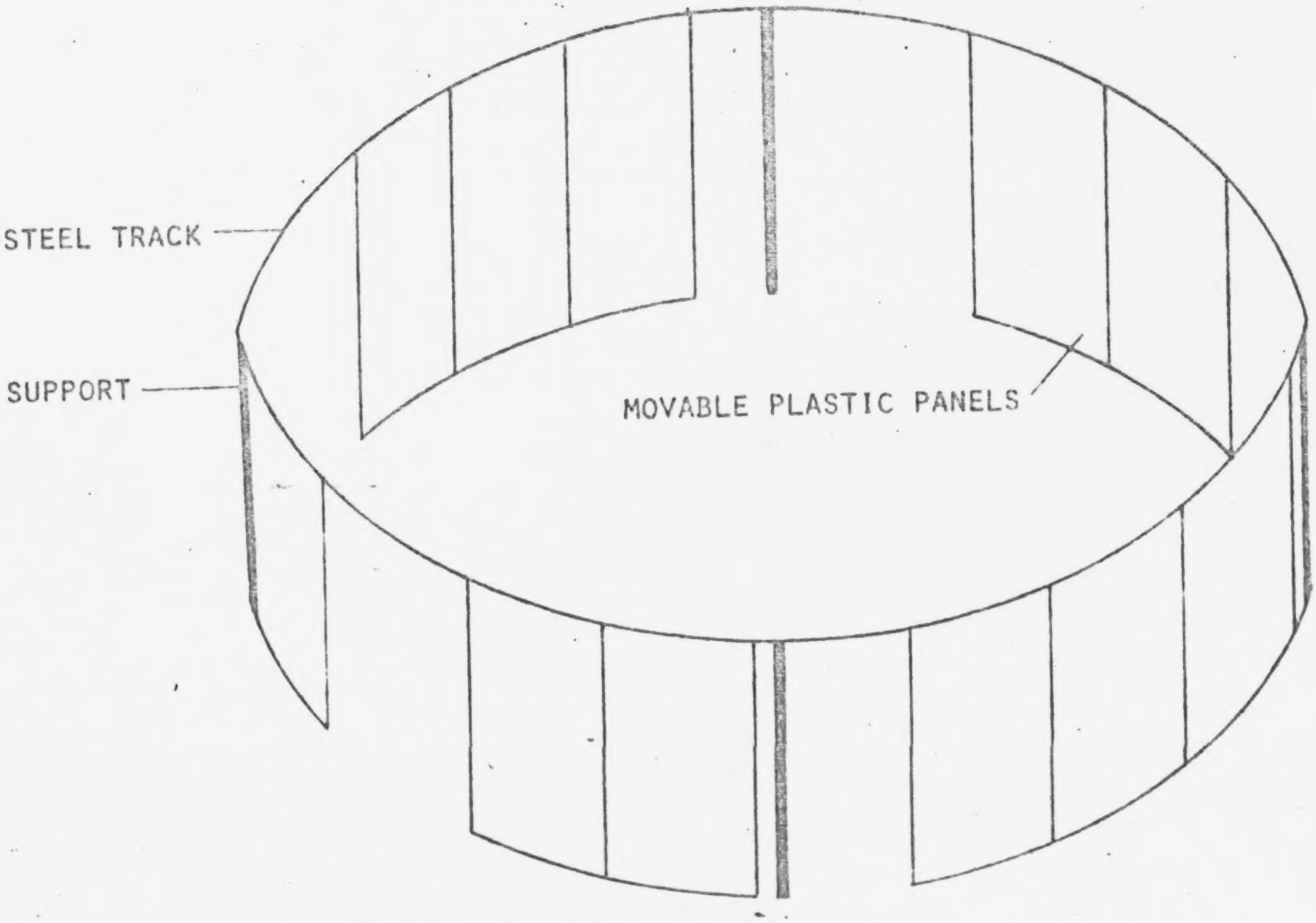
e. Solar activity area. Included are drawings for a solar activity area designed to provide for significant combined experiences wedding (1) science (2) sociology and (3) the interpretive and performing arts. This facility is historical in the sense that its very conception is borrowed from Stonehenge in England. The advantage of using a translucent or transparent colored material is that sunlight would pass through the wall barriers. Provision for having panels on a track system would allow for a multiplicity of experiment configurations which could be set up by the students for multiple uses. Studies could be done upon absorption, temperature transmittance and the effect of color patterns on the varigated color grid superimposed on the roof at this point.

You might also consider the possibility of having a number of these panels contain aesthetically designed holes in them. These would be curvilinear in pattern and would allow for the sunlight to pass through relatively unaffected. Mapping activities of the solar movement and calculation of the angle above the horizon would be permitted by this addition. These panels should not be more than two times the average size of the child in the phase IV program to better allow him to identify with the system as something scaled more to his perceptive world of relative size.

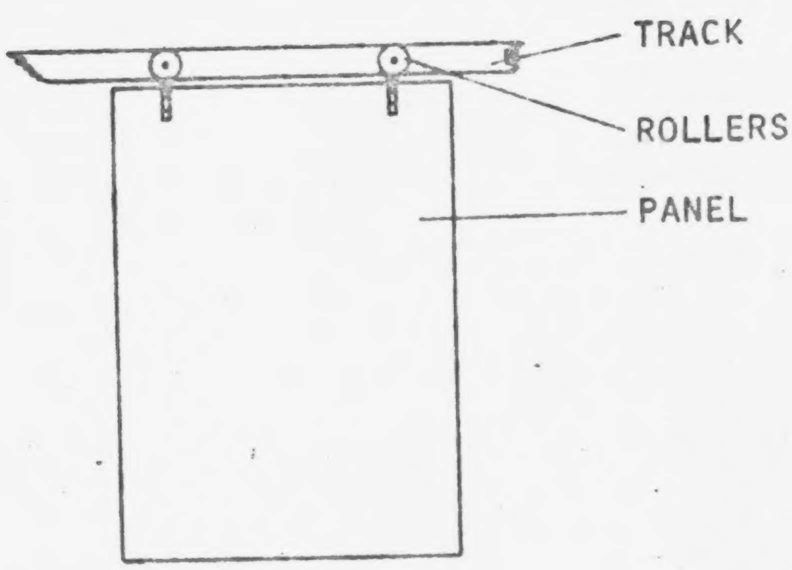
In addition to providing opportunities for science studies, the facility would also lend itself well to the performing arts in that new configurations could be made which would allow for a performer area and an aesthetically pleasing setting leaving ample room for observers. Several of these configuration alternatives have been included in the enclosed schematic. The performing arts could possibly be combined with historical or sociological aspects of the child's education at this point. While he is studying communities and peoples, his horizons might be broadened to include those of other nations. Perhaps the children themselves could act out aspects of the ancient sun culture or relate to the practices of the Druids. In this way they would not only be learning in a formalized sense about other peoples and their relations, but they would also in effect be practicing an interpretation of them.

We have taken the liberty of substituting an alternate facility for the ancient heelstone. This particular structure would be roughly a curvilinear isosceles triangle. It would be made of a clear material which would have a wrap-around design. The top portion of it would contain a window with some aesthetically designed sighting device through which the sun could pass unhindered. The center of this structure would be consistent with a 45° azimuth to the sun's zenith. This would provide for tracking activities of the sun and will demonstrate quite graphically the seasonal changes and the position of our earth's energy source.

SOLAR ACTIVITY AREA


STEEL TRACK
SUPPORT
MOVABLE PLASTIC PANELS

DETAIL DRAWING


TRACK
ROLLERS
PANEL

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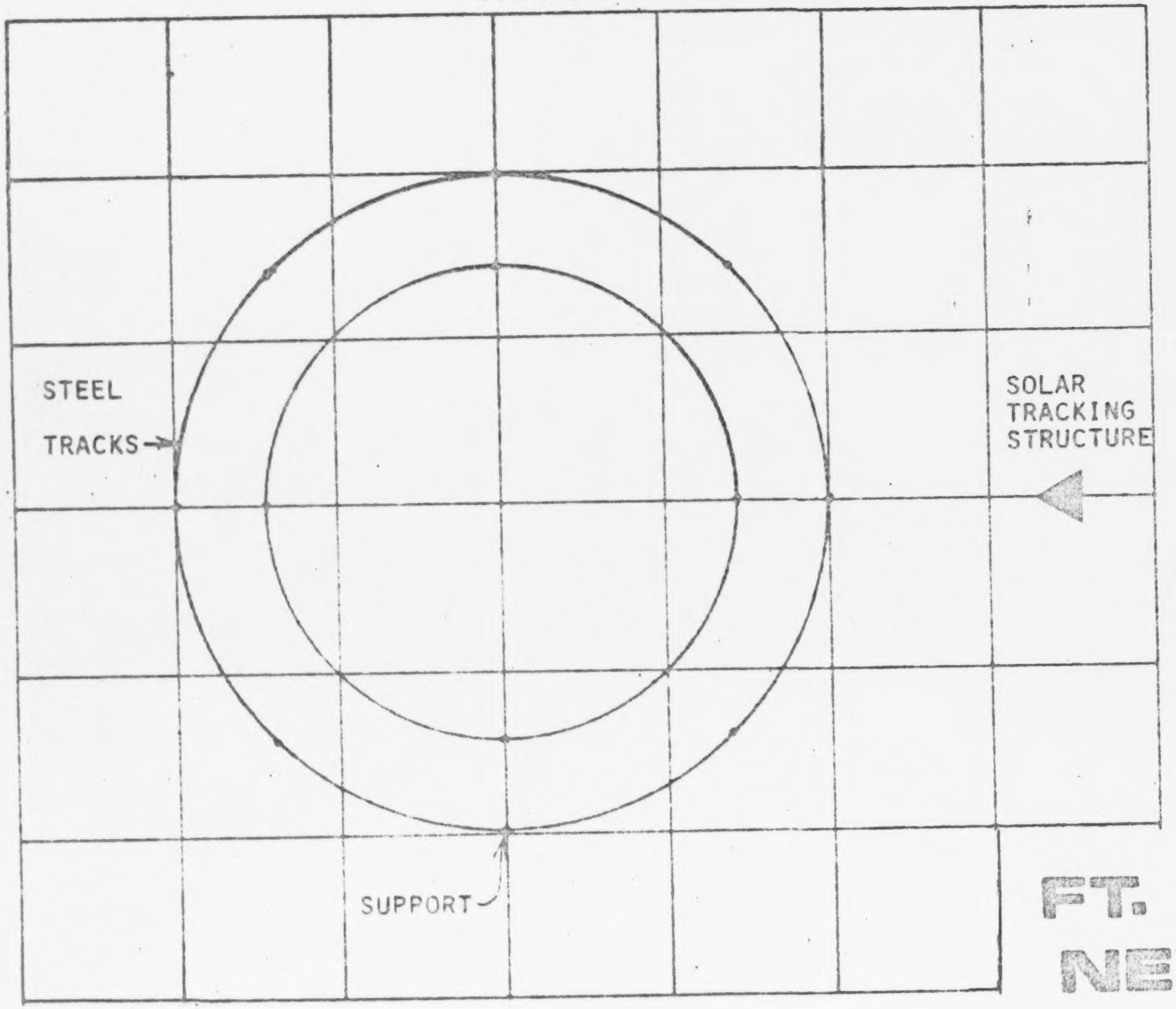
OVERHEAD VIEW


STEEL
TRACKS
SOLAR
TRACKING
STRUCTURE
SUPPORT

COLORED BITUMINOUS
GRIDS

SOLAR ACTIVITY
AREA

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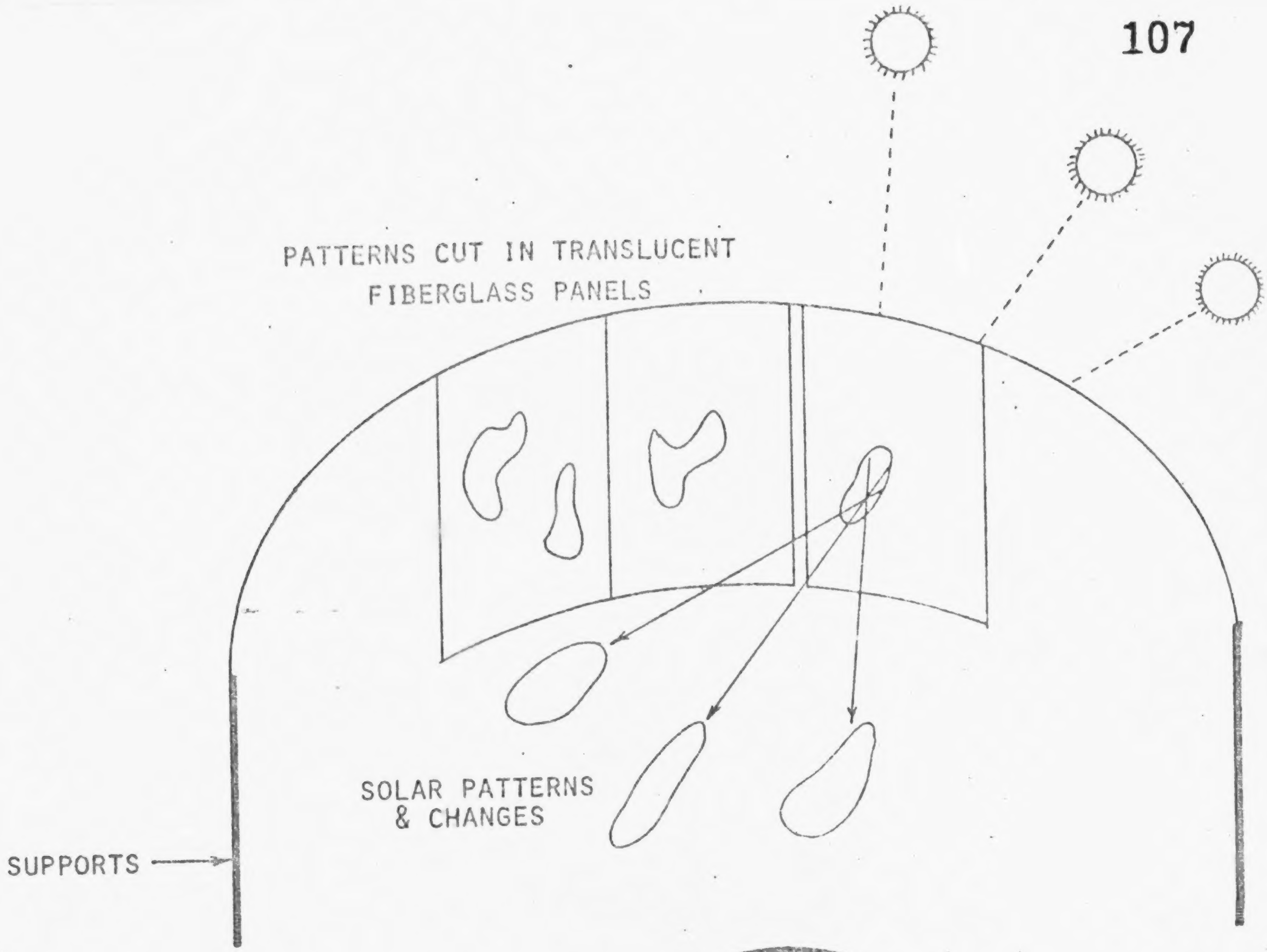
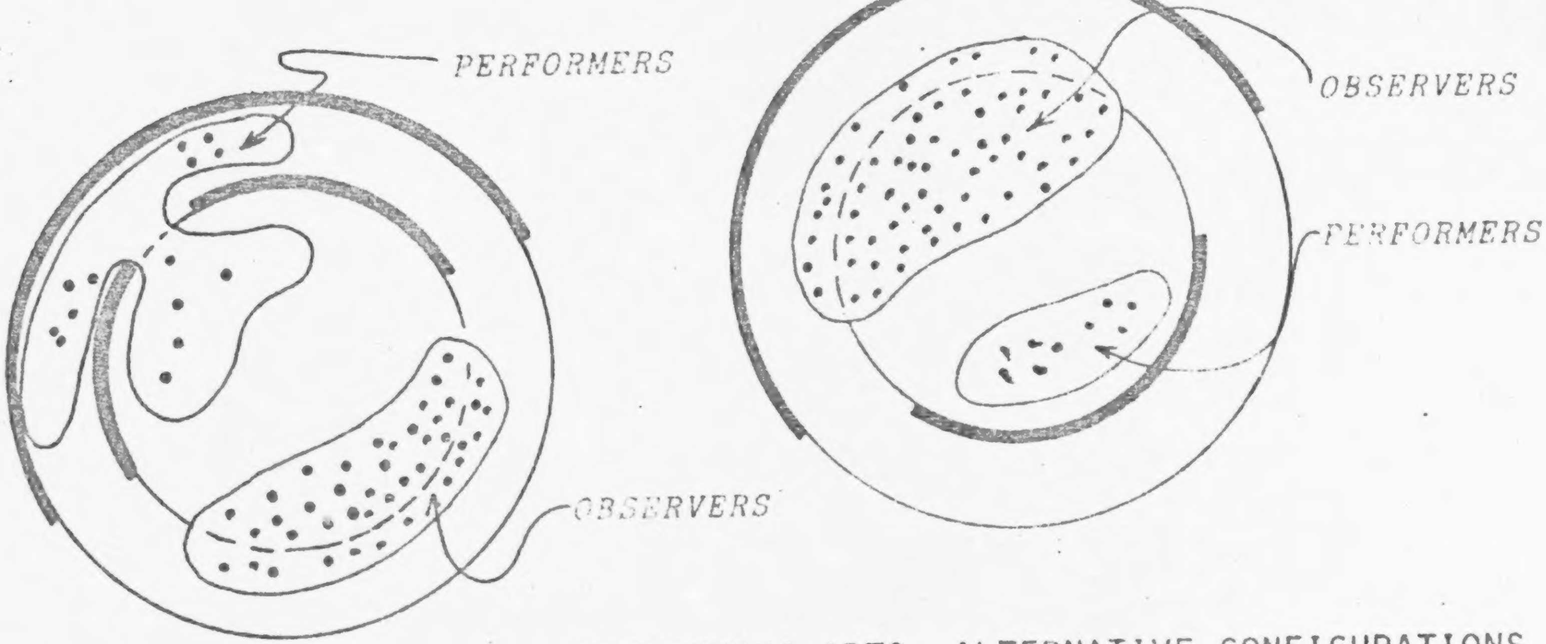
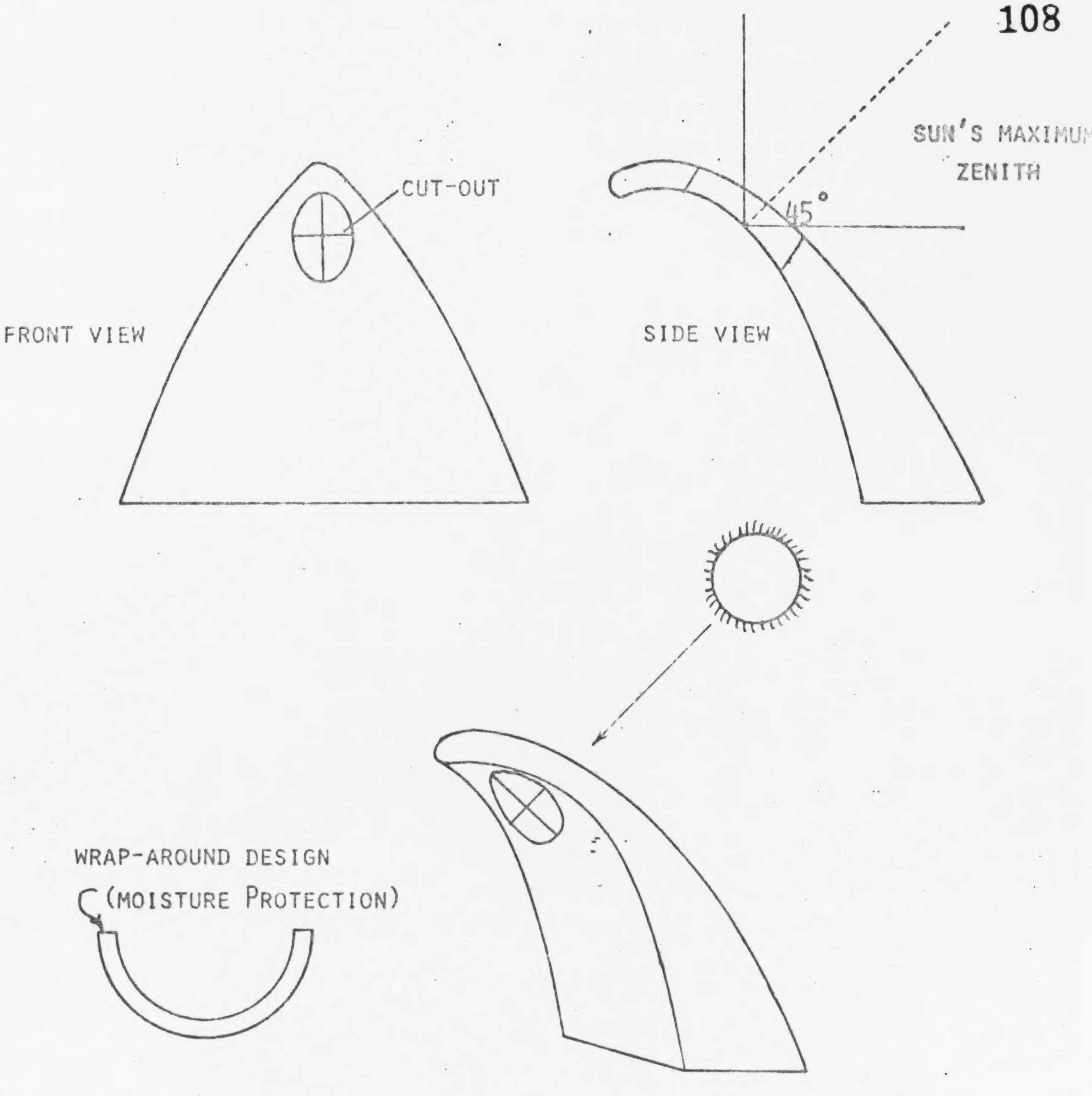
CEV


PATTERNS CUT IN TRANSLUCENT FIBERGLASS PANELS
SOLAR PATTERNS & CHANGES
SUPPORTS


PERFORMERS
OBSERVERS
OBSERVERS
PERFORMERS

PERFORMING ARTS- ALTERNATIVE CONFIGURATIONS

CEV


SUN'S MAXIMUM
ZENITH
45°
CUT-OUT
FRONT VIEW
SIDE VIEW
WRAP-AROUND DESIGN
(MOISTURE PROTECTION)

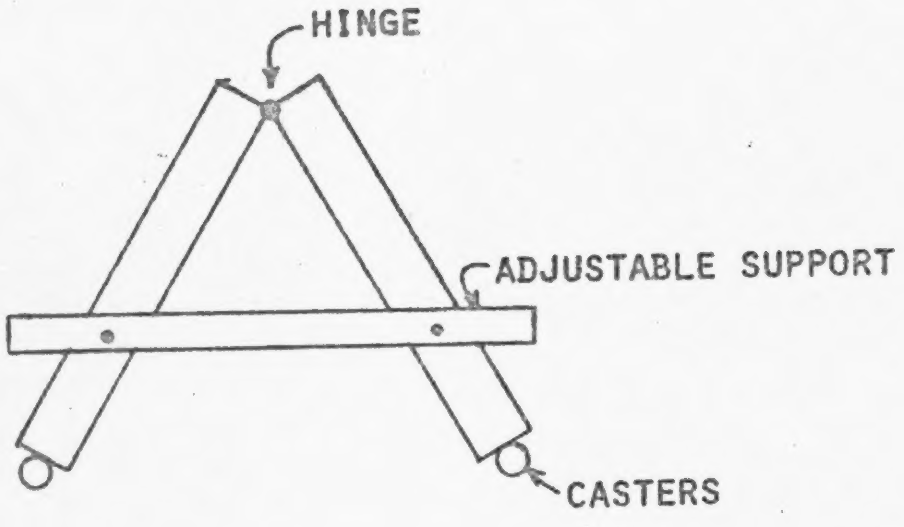
INTERPRETIVE ART AND SOLAR TRACKING
STRUCTURE

The above structure should be constructed from a clear transparent material (glass or plastic). Each of the educational phases (I through IV) could be charged with the responsibility of painting a tempera mosaic on the protected underside during some arbitrary time block. This mosaic could be a representation of socio-ecological events which are particularly meaningful at the time.

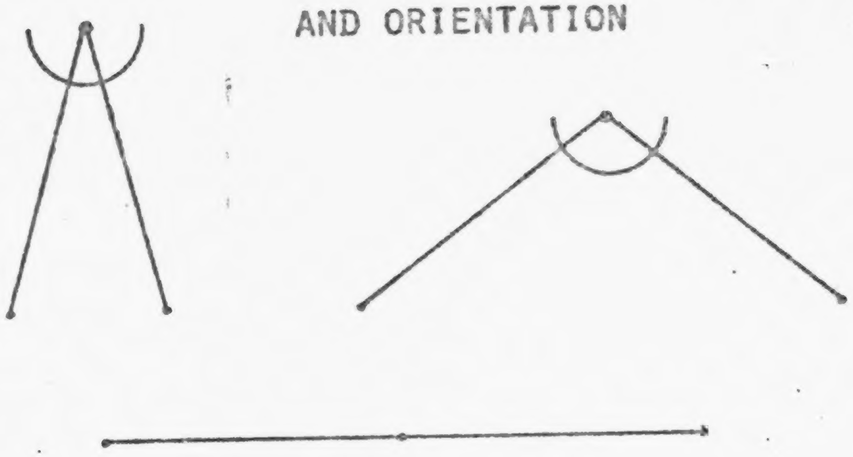
f. Micro-climate planter. This particular facility is designed as the mobile science resource in that one can get at some of the aspects of micro-climate and solar orientation in relation to plant growth. It is positioned on wheels and has a changeable angle to permit for slope severity studies and north-south orientation microclimates. It has been compartmentalized so that there is multiple opportunity for planting a number of different plant species. Compartmentalization would also cut down on soil erosion and tend to hold the soil substrate in position when subjected to the elements on the rooftop. It is recommended that this particular structure not be used in any singular area. Groups may see fit to move this planter from the lower phase nature study area to the upper grade science area in relation to or consistent with the particular unit of study at the time. They may even find it desirable to position it in the solar activity area to study the relative effects of the play of a variety of lights on plants while they are growing.

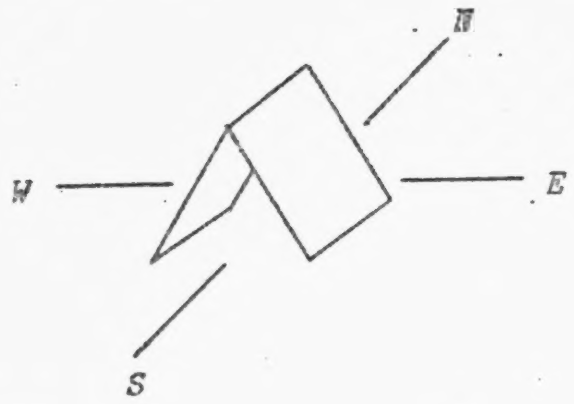
g. Peripheral planters. As long as provision has been made for the periphery of the rooftop to be commited to planter areas, it is recommended that arbitrary lengths of these planters be colored-coded for ease in their designation as special purpose activities. These planters could be used by all groups. Individuals who are involved in art activities might wish to grow a particular species which would provide them with raw materials for seed mosaics, other plant material for texture studies or to provide aesthetically pleasing vegetation for sketching and drawing purposes. Science studies can be conducted by changing the planting substrate, i.e. using a variety of soils or controlling moisture conditions for homogeneous or hetrogeneous plantings. There would also be the possibility of planting Jerusalem Artichoke or the compass plant sunflower which demonstrates a sun-following orientation with the flower face. Concomitant studies conducted with activities going on in the solar activity area would tend to be of a reinforcement type and emphasize the central functional value of the sun itself as a primary force in our universe establishing a set of conditions which permits life to exist. Relative to socio-ecological studies it might be well to have them grow vegetables also, and allow them to prepare these herbs according to recipes that were used by our native ancestors.. Also areas below planters could be oil cloth surfaced and used as record keeping places.

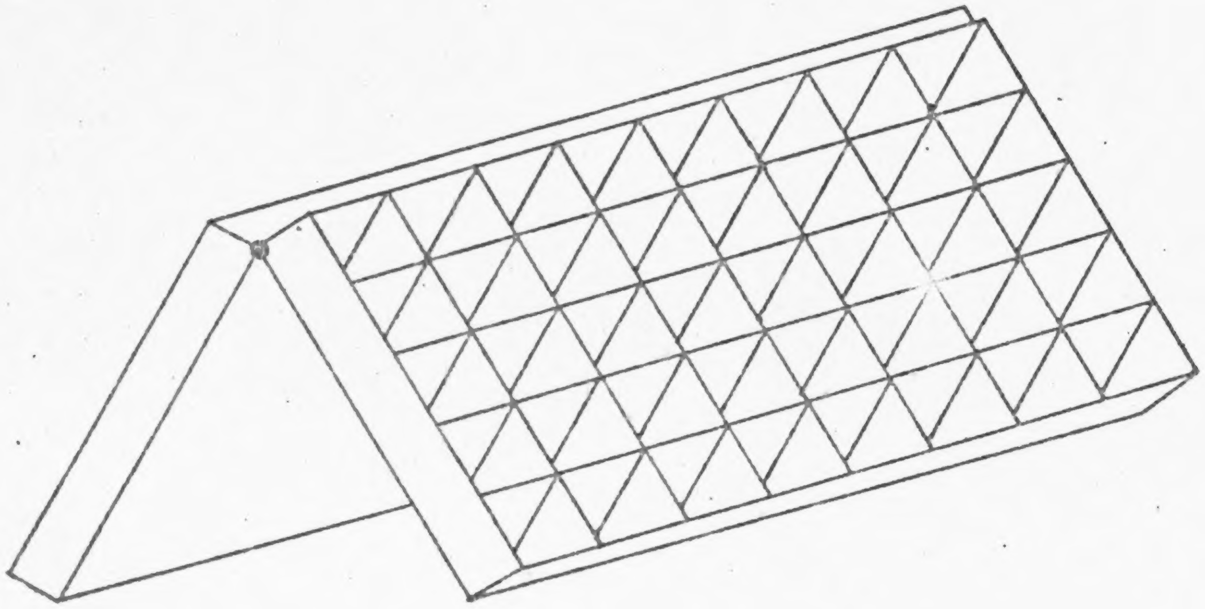
ADJUSTABLE PLANTER


HINGE
ADJUSTABLE SUPPORT
CASTERS

VARIABLE INCLINATION
AND ORIENTATION







RECOMMENDED SIZE 3′ X 6′ TO OUTSIDE EDGES

COMPARTMENTS CONSTRUCTED TO ACCOMMODATE
VARIOUS SIZE CONTAINERS.

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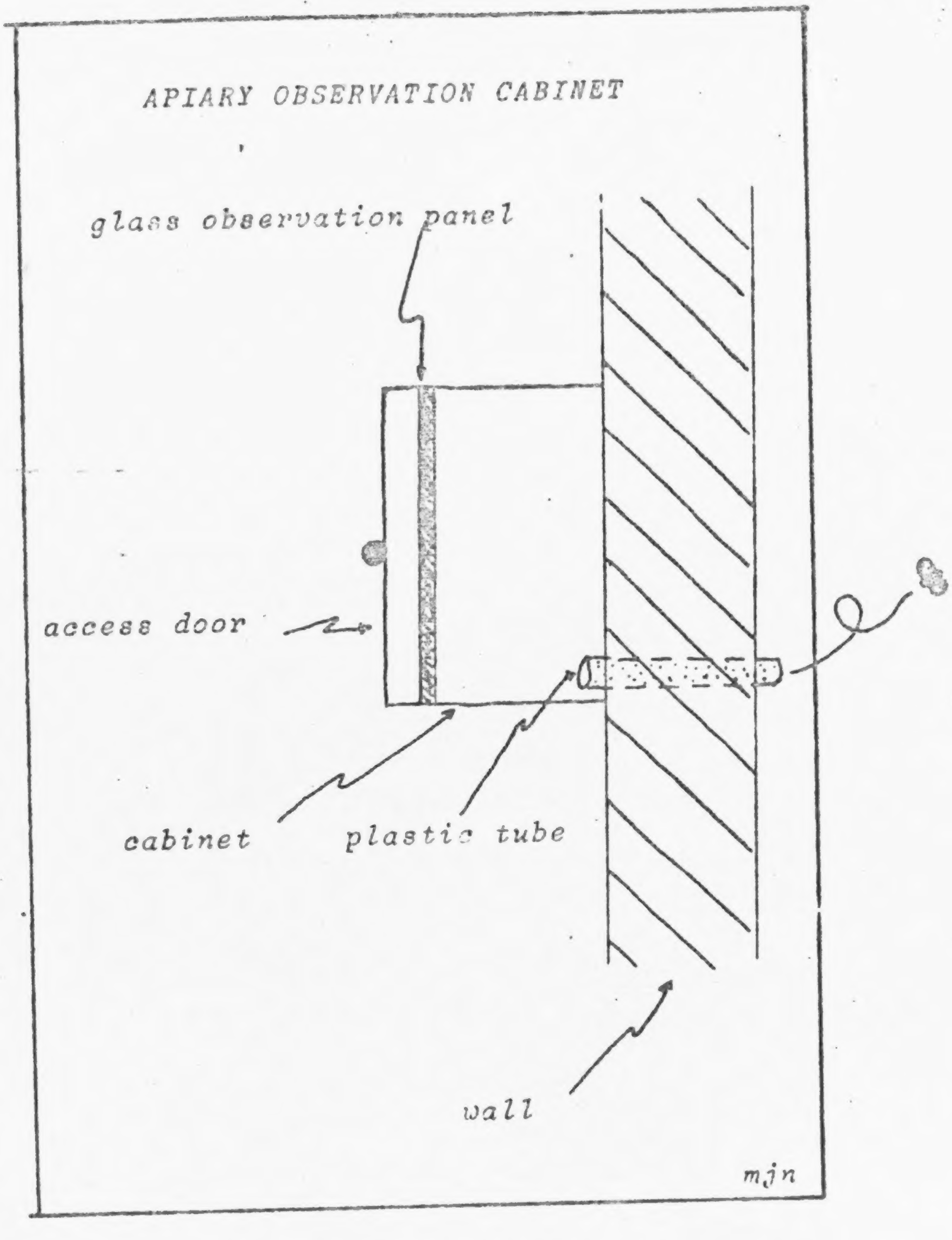

APIARY OBSERVATION CABINET
glass observation panel
access door
cabinet
plastic tube
wall
mjn

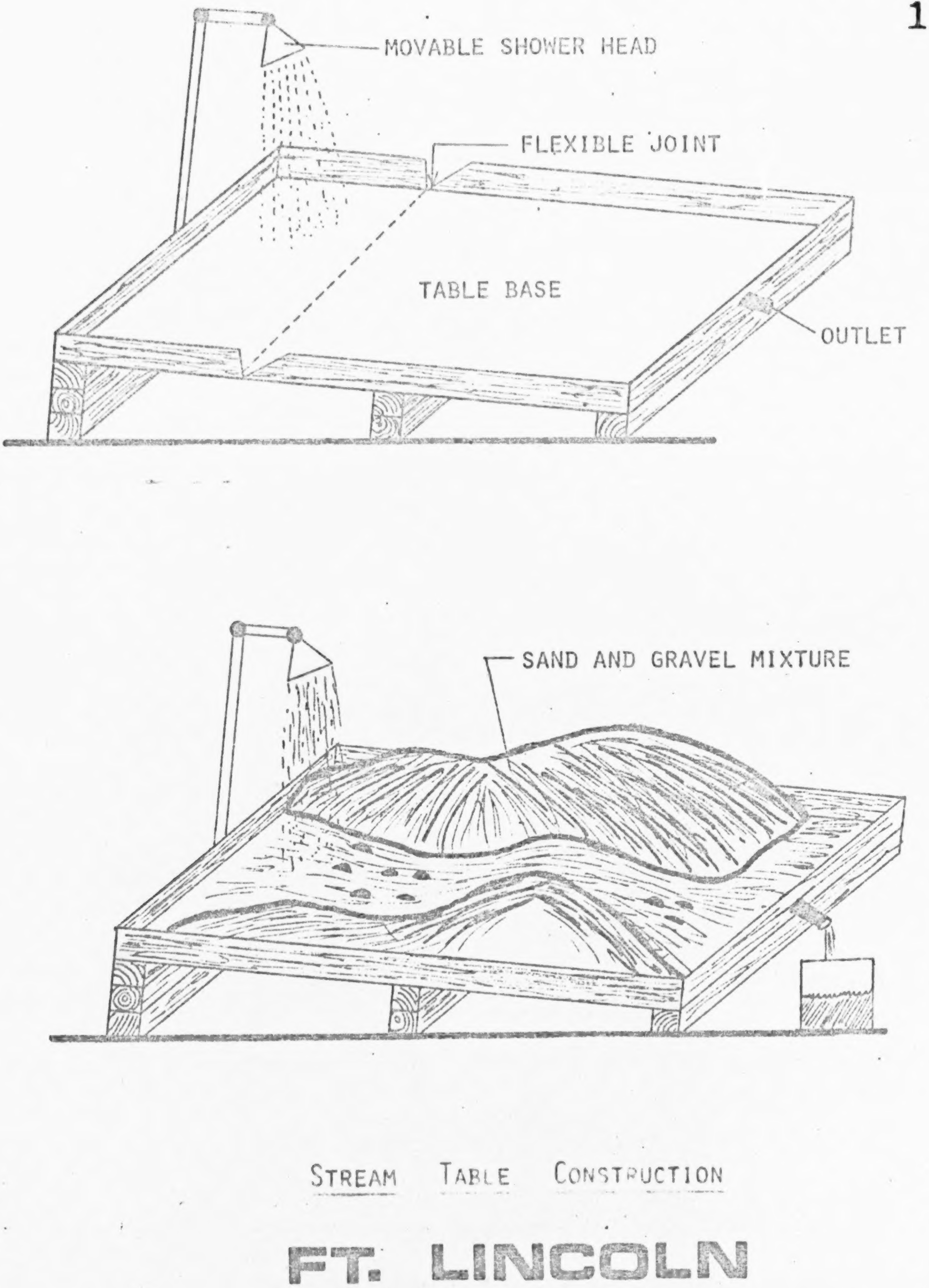
Honeybee ecology. You may wish to start a number of apiaries. The bees will not only provide children or adult groups with honey, but many interesting activities can be done on navigation and range. Merely mark hive samples with paint or nail polish. Investigators can then collect from the nearby fields, take data and release the speciments unharmed. Range and territory patterns will emerge. Observation through the windowed hive may permit the young scientists to see navigational "dance" instructions safely.

h. Life-sized stream table. A large box containing sand and gravel having a water source has been designed to be placed on the roof. Children can see immediate effects of rain and wind on the sand pile. The water source will provide them with a stream in miniature. Dams and other artificial barriers can be employed to discover something about how moving water effects the landscape. They can try duplicating a miniature Anacostia River Valley with the stream table. This opens up all sorts of possibilities for inferring something of the past and future of the area. This activity could be integrative of all contributing content areas of the curriculum.

i. Additional roof activities. The following suggestions would not require building modifications or additions: (1) measure roof areas and compass angles to construct a map which can then be compared to an architect's drawing; (2) utilize the air conditioning unit for heating, cooling and condensation studies; (3) use telescopes for distance viewing and use in measuring long distances via triangulation methods; (4) children can construct devices to estimate particulate air pollution, pollen dispersion of air borne algae and fungus spores by setting petroleum jelly-covered slides about and then checking them after some arbitrary time lapse - they can be placed in water or on nutrient agar to see if the contents grow; (5) wind and turbulence patterns can be mapped about corners and edges of the roof using graph paper and simple wind direction indicators; (6) compasses can be used to determine wind directions or for "orienteering" games on the roof and grounds.

j. Immediate grounds. There are several functional modifications that could be made on the grounds that would not be at the expense of already projected utilization, One of these might be the provision for geometrically-designed planting areas around the periphery of the building. Groups from each of the Phases might well be charged with the planting and maintenance of the planters. It is recommended that the flowers be annuals to provide for an open-ended situation of continual experience in planting and maintaining an area which aids in the beautification of the school.

A second alternative allowing for activity involvement would be the provision for outdoor cooking facilities of the types used by pioneers and early representatives of American or overseas cultures. These could be clay ovens, cooking pits, etc. It is recommended however, that a flame not be used in these, but rather they contain subtle modifications to allow for the use of charcoal in the cooking structure. Students might well try their hand at baking or cooking, thusly re-experiencing some of the things that our ancestors did.


MOVABLE SHOWER HEAD
FLEXIBLE JOINT
TABLE BASE
OUTLET
SAND AND GRAVEL MIXTURE

STREAM TABLE CONSTRUCTION

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FLNT Environmental Study Areas. General consideration has been given to the educational aspects of habitat and functional environmental education programs. It has been our experience that adult and student groups are able to realize a number of rather far-reaching environmental concepts by exposure to involvement activities which are representative of population, behavioral, abiotic and managerial operative factors. Three small areas of the planned open space have been identified as potential locations for outdoor laboratories. The recommended land use and management practices are general and designed to (1) provide the learner with operative subsystems representative of the functional mechanics of nature in the Washington area and (2) take advantage of the site's contour and orientation.

a. A land management site. There are many misconceptions about the relative value of fire as a tool of environmental management. A simple but direct method of illustrating a practical use for fire and its effects on successional patterns is to establish an experimental plot which provides for: (1) natural succession, (2) interrupted successional patterns and (3) population patterns emerging after burning.

Three adjacent strips of land can be treated in the following manner: (1) burn one strip each year, (2) plow one strip each spring with a roto-tiller that can be rented at any garden store, and (3) allow one strip to remain in its original state. Emerging patterns of plant and insect residents will provide many interesting things for your young scientists to discuss.

b. Food patches. Small field areas can be managed so as to attract seed-eating birds. An attractive aspect of this technique is that seeding is natural. Lay out the grassland area in strips not less than 5 feet wide. Have a minimum of at least 5 strips. Length is determined by the geometry of the area and your willingness to work. Use a roto-tiller to plow the strip. If you have access to a tractor and plow, so much the better.

Plow these strips in alternate rotation each year. By the fifth year, shrub invasion has been halted and strips of mixed seed-producing vegetation are available to birds on a continuing basis. Favorite bird foods such as bristlegrass, barnyardgrass, lambsquarter, ragweed and smartweed will make their appearance in the first year. By the third year, you can expect a mixture of grasses, daisies, asters, goldenrod , milkweed and others.

Implementation of this recommendation will provide you with a 5 year renewable minisystem of succession. If so desired, patches in the other environmental areas could be plowed every 2 and 3 years. This would result in a series of 5 to 15 year successional models within the FLNT complex.

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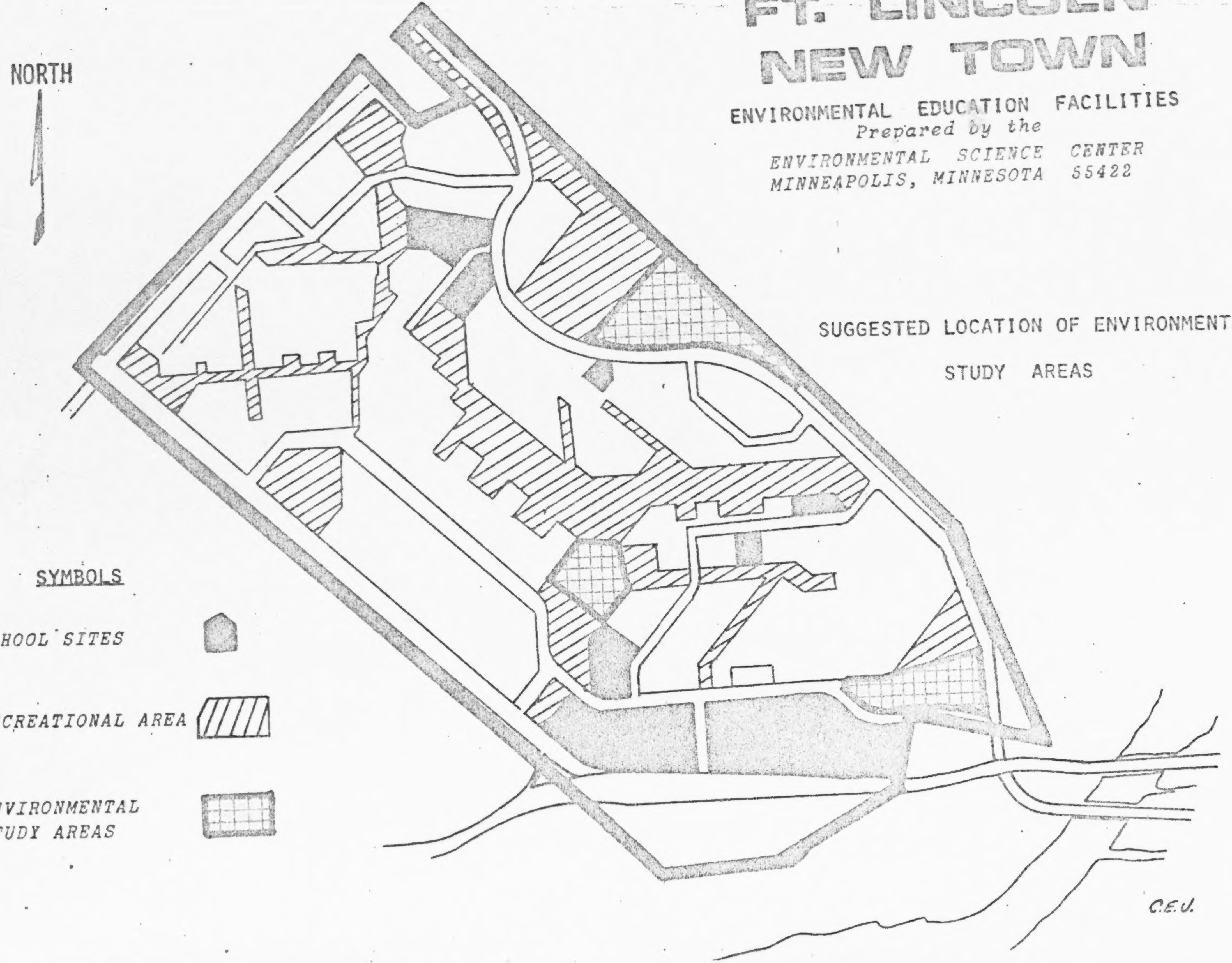
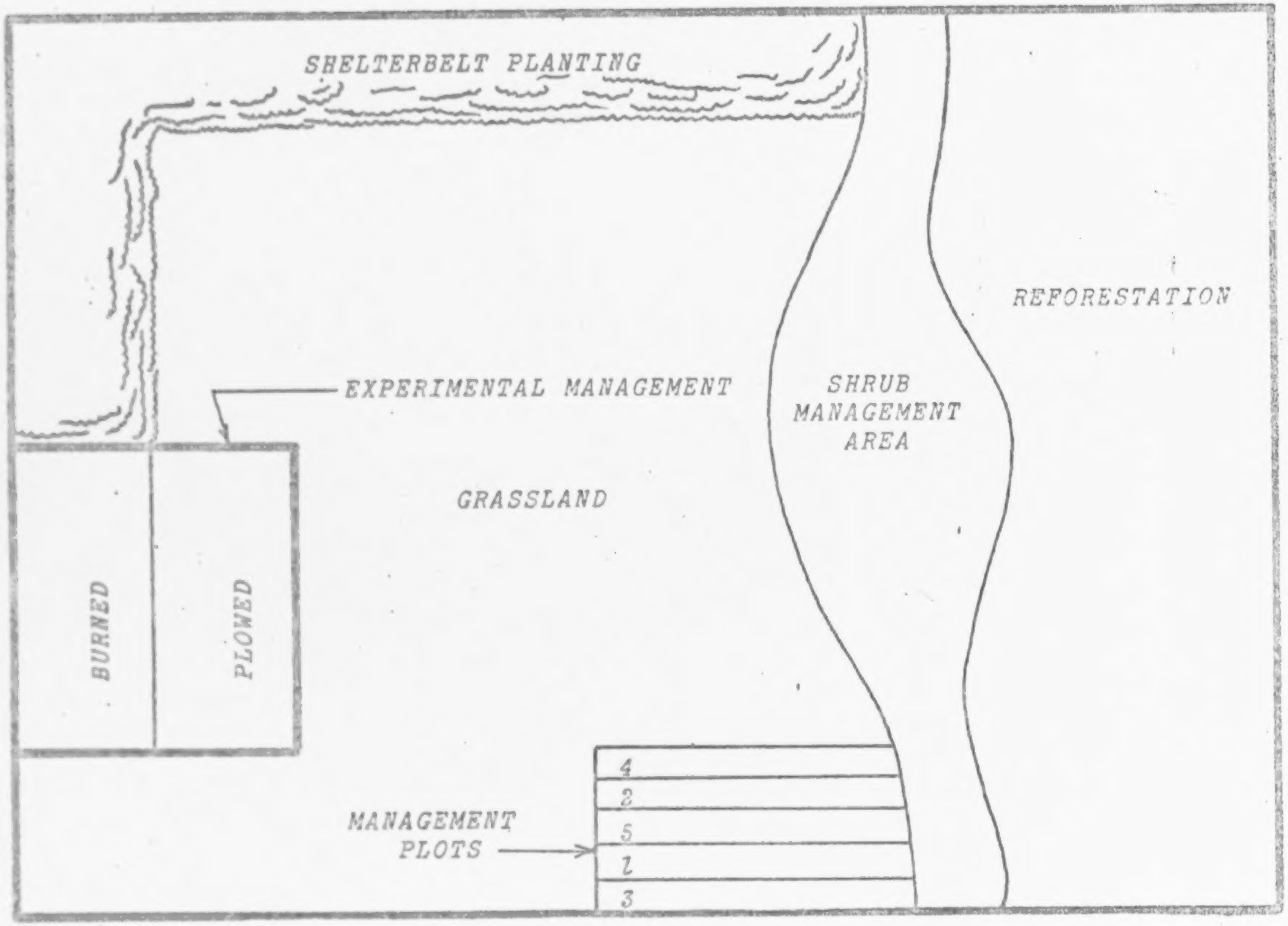
SUGGESTED LOCATION OF ENVIRONMENTAL

STUDY AREAS


NORTH
SYMBOLS
SCHOOL SITES
RECREATIONAL AREA
ENVIRONMENTAL STUDY AREAS
C.E.J.


SHELTERBELT PLANTING
REFORESTATION
EXPERIMENTAL MANAGEMENT
SHRUB MANAGEMENT AREA
GRASSLAND
BURNED
PLOWED
MANAGEMENT PLOTS
4
2
5
1
3

ENVIRONMENTAL STUDY AREA

SCHEMATIC

40%	REFORESTATION, NATIVE SPECIES
5%	SHRUB MANAGEMENT AREA
30%	GRASSLAND
20%	EXPERIMENTAL MANAGEMEN PLOTS
5%	INDEPENDENT STUDY PRESERVE

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CEV

c. Sand transect habitats. Most classes discuss animal homes at one time or another. Unfortunately, an animal unit is often descriptive and the "why" of it all never comes out. One of the factors involved in the distribution of the animals (hence their "homes") is moisture.

The creation of a brush pile provides a potential home and shelter for a wide variety of animals. Situating the woodpile in such a fashion so as to have it run from water to higher, drier ground will create a "mini-world" that is (1) homogeneous in structure, but (2) has a single environmental factor which will vary, i.e. moisture. The same thing can be done with rocks. You might institute a "Bring-a-Log-or-Rock-Day" and get the FLNT students involved in actual development of an educational preserve. This would be a convenient and direct way to get at one aspect of the "why" of animal homes. It's merely a matter of rolling over a log or rock, observing or collecting and replacing the "home".

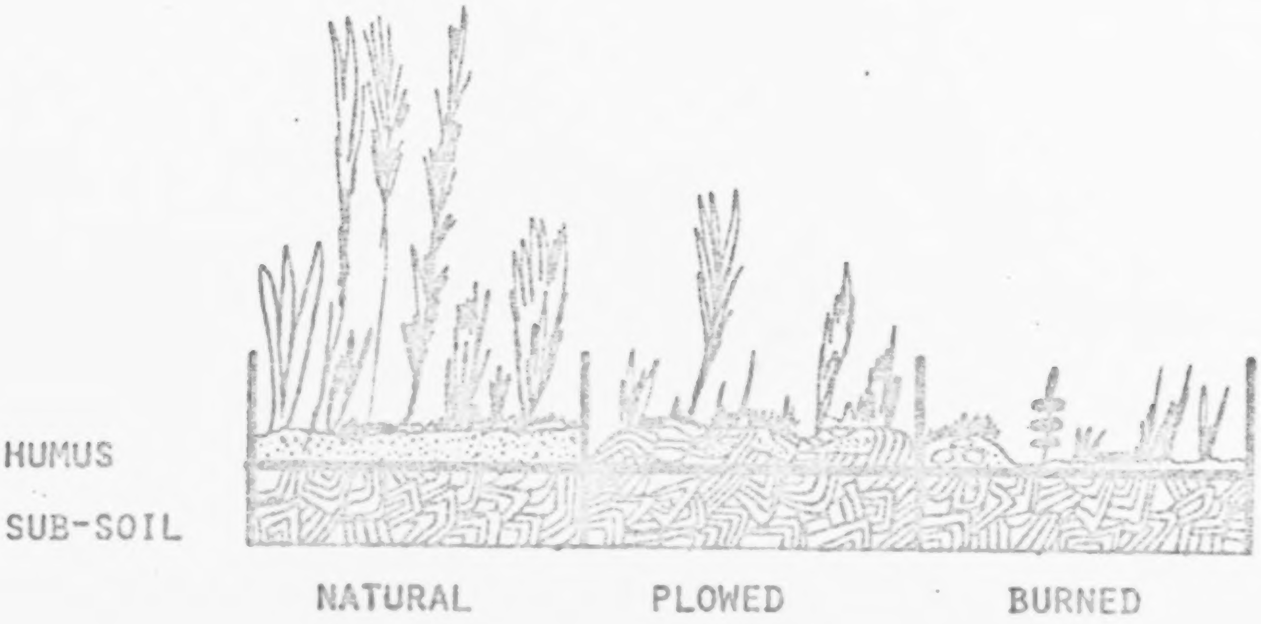
One can also get the animals to write their own stories about their homes by surrounding the habitat with sand, mud or flour. Each night the inhabitants will go about their business and leave a story written in the tracks. In the winter, snow works just as well. When daily records are desired, merely sprinkle new snow and let the animals "write" on it....

d. Prairie studies. Prairie areas are well suited for a variety of plant and animal studies. It will be found that many of the E.S.C. activities and curriculum materials from other sources can be implemented on this type of habitat. These systems are capable of supporting a diverse population of wildlife. Evidence of winter feeding on shrubs and seedlings can be used in population studies. Students might also live trap many of the small rodents which frequent these areas and study their distribution, behavior and food habits. The marking and release of captured specimens by these groups on a continuing basis is encouraged. Cumulative records will provide good population data for the young scientists.

Traps for population studies can be made from coffee cans baited with peanut butter. One can use transect activities to illustrate the importance of environmental conditions in relation to the distribution of living things. Many insects will also be found here and studies could result in determining their favored conditions or plants.

e. Selective brush management. A portion of the environmental study areas has been devoted to brush habitat. This practice has the advantage of (1) increasing the aesthetic quality of your natural area . (2) providing food and cover for wildlife and pollinating insects and has (3) the added advantage of being relatively inexpensive when compared to some

EXPERIMENTAL MANAGEMENT PLOTS


HUMUS
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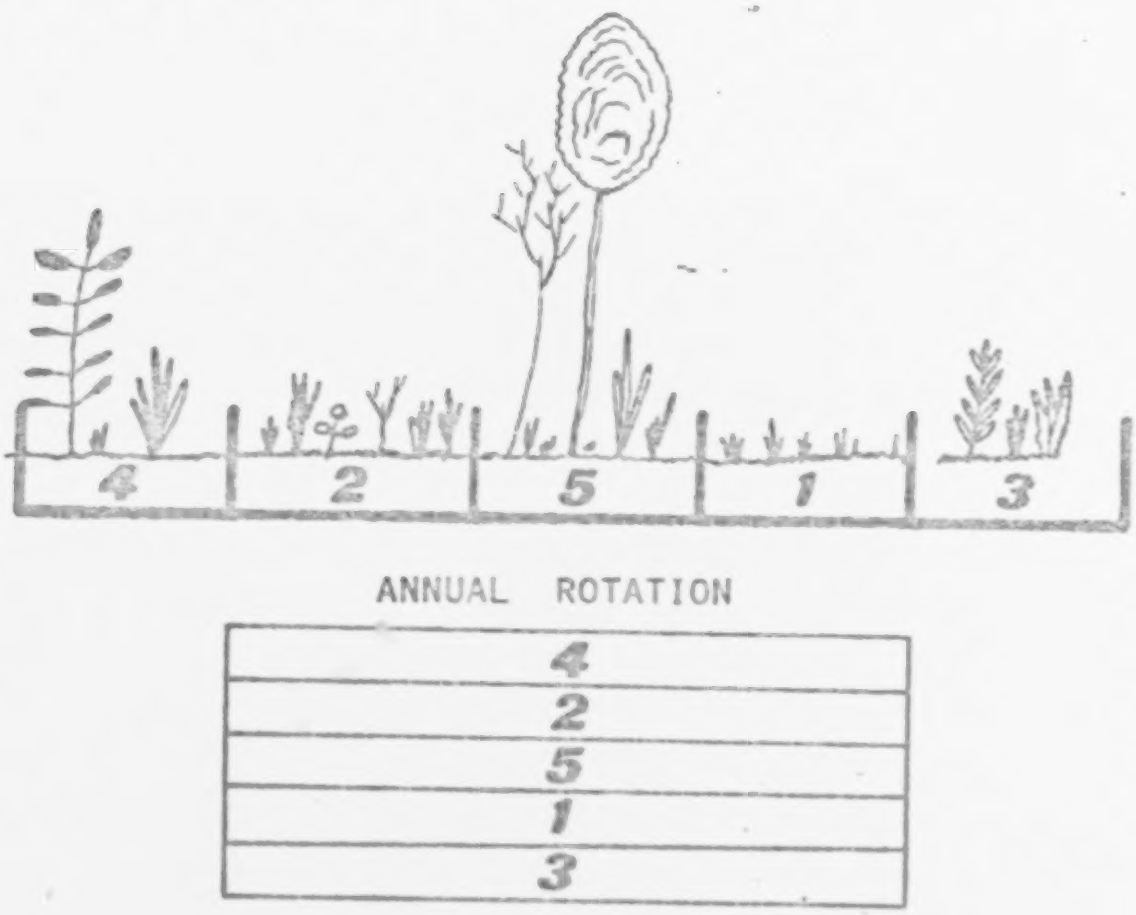
4
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ANNUAL ROTATION
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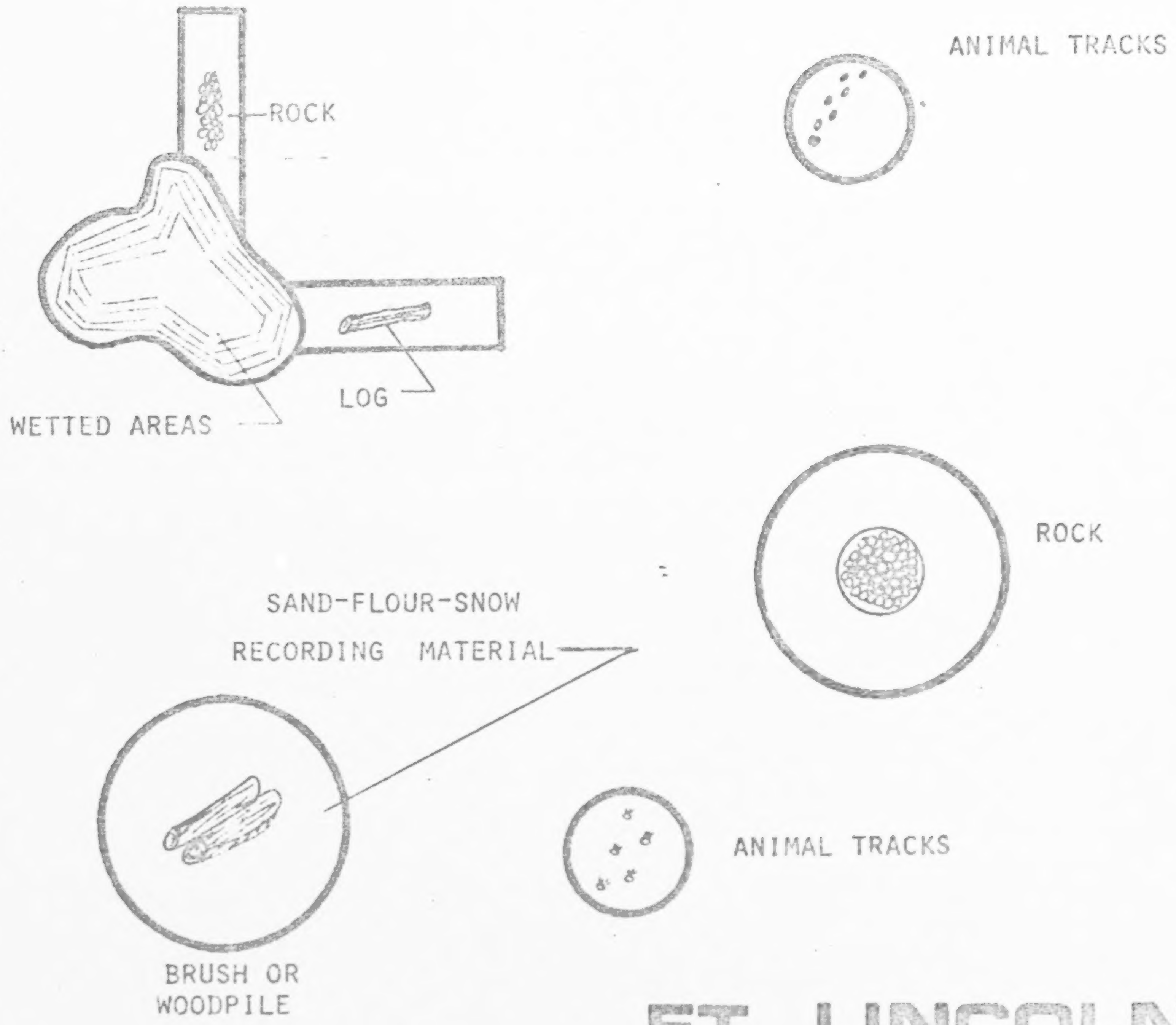
C.E.V.

SELF-RECORDING ANIMAL ACTIVITY TRANSECT AREAS


ANIMAL TRACKS
ROCK
WETTED AREAS
LOG
ROCK
SAND-FLOUR-SNOW
RECORDING MATERIAL
ANIMAL TRACKS
BRUSH OR
WOODPILE

other management techniques. In addition, species such as ragweed and thistle eventually give way to more desirable low-growing shrubs.

Conversion of small areas from grass to shrub cover also changes the complement of animals to be found there. It is known that detrimental insects and mammals occupying grassy areas are more serious crop and garden threats than those residing in shrub cover. The low-growing woody vegetation is the sought-after habitat of many songbirds. Multiflora rose, bush honeysuckle, autumn or Russian olive and highbush cranberry make effective hedgerows along field borders or around gullies and ponds. The catbird, cardinal, mockingbird, cedar waxwing, brown thrasher, indigo bunting and mourning dove are usually attracted to these areas.

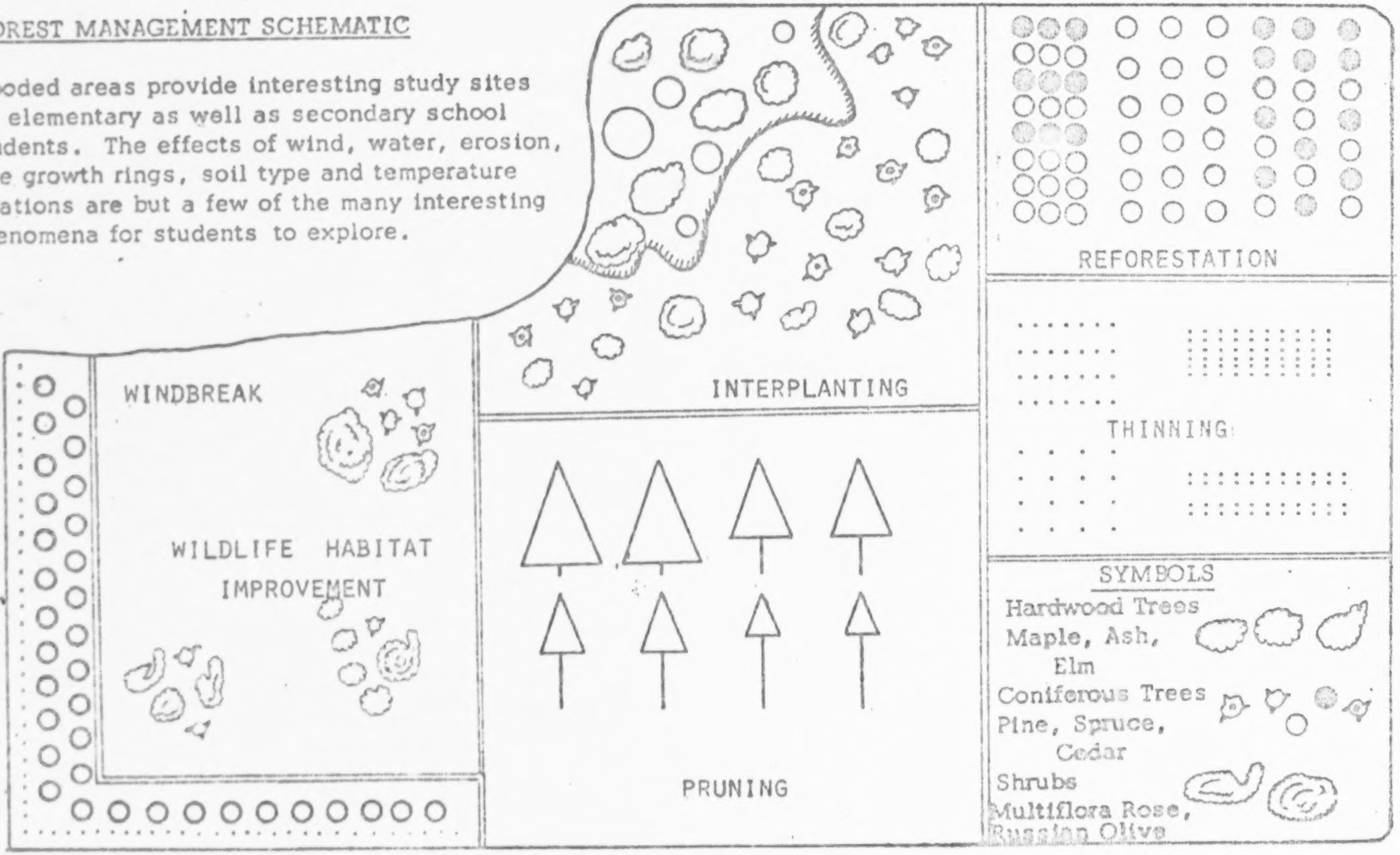
Another alternative you might wish to have the students experiment with is the "plow-perch" method. This technique involves the plowing of a strip approximately 6 ft wide and as long as you wish to have it. Fruit-eating birds will perch on a line strung through the long axis of the strip and "plant" the hedgerow by the deposition of undigested seeds contained in their droppings. Included will be wild cherry, blackberry, dogwood, elder, mulberry and many others. Surprisingly, these "plow-perch" plantings grow almost as fast as the other kinds. They are maintained in the same manner as artificially planted brush areas.

f. Projected reforestation. That portion of the environmental study areas designated for reforestation should be committed to species native to the FLNT area. The included plans for windrow plantings serve a dual purpose: (1) if oriented to border on the park area, they will serve to soften the aesthetic transition to the natural system, and (2) provide multiple opportunities to study microclimates. It might also be planned to try experimental configurations by using differing species or numbers of rows of trees and low-growing shrubs.

g. Mapping and location activities. Outdoor mapping is an effective means of increasing one's awareness of his environs. Most students find this type of outdoor activity rewarding and interesting. Techniques and skills involved in compass work, mapping, reading topographic maps, distance or height estimation and use of improvised transit equipment can readily be taught on most sites. Outdoor studies can be more meaningful with the aid of student-produced maps and diagrams showing location or altitudinal variations. Relative positioning will reveal many of the secrets of plants and animals on your study areas. With minimal preparation, the elementary teacher will find many uses for the techniques and experiences gleaned from outdoor mapping.

FOREST MANAGEMENT SCHEMATIC

Wooded areas provide interesting study sites for elementary as well as secondary school students. The effects of wind, water, erosion, tree growth rings, soil type and temperature relations are but a few of the many interesting phenomena for students to explore.


WINDBREAK
WILDLIFE HABITAT IMPROVEMENT
INTERPLANTING
PRUNING
REFORESTATION
THINNING
SYMBOLS
Hardwood Trees
Maple, Ash, Elm
Coniferous Trees
Pine, Spruce, Cedar
Shrubs
Multiflora Rose, Russian Olive

Interplanting - Replant patches where previous plantings failed.
Pruning - Prune coniferous species to various heights.
Thinning - Thin existing plantation using a variety of spacing alternatives.
Reforestation - Replant this area to a variety of species suited to the area. Plant at different spacing, e.g. 4x4, 6x6 etc.

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Prepared by the
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Mapping activities are not limited to the outdoors. Activities can and should be carried on inside the school. It is recommended that fundamentals and general instruction be practiced in the classroom prior to moving outside. The reader is referred to E.S.C.'s "Contour Mapping" as a reference for mapping lessons.

A study area modeled after the FLNT site could be designed to contain contour intervals equivalent to approximately four feet. During the FLNT development, this facility could be created in less than an hour of bulldozing. This plot should be covered with spring-cut prairie sod to: (1) prevent erosion and (2) allow the prairie annuals to re-seed themselves by fall. The hill should be designed to provide for multiple mapping experiences. Provision for convex-concave slopes, ridge and saddle formations will introduce the young students to major land formations. Several logs might be positioned on each slope to provide for moss and saprophyte contrasts. E.S.C.'s "Micro-climates" will reveal some interesting things that are happening to your mound.

The above model mound would not be limited to science activities. Social studies units could provide for the students (1) following the development of their new community, (2) reconstructing the FLNT facility to relook at pertinent developments within their community, and (3) redesigning the facility as an exercise of their interpretation of how the region might have been used.

h. Implementation. It is our recommendation that suggestions for the various systems examples be experimented with on a small scale near the 1st Facility. Experience with the pilot program will give the staff, community and planners adequate feedback to detemine their relative merits and functional use in the total program. Positioning of the study areas might well be changed to take alternative advantage of the contour and orientation. Plantings might be varied to better complement the continuum of successional alternatives, i.e. mirror-image plantings, heterogeneous vs. homogeneous reforestation (conifer/deciduous), or small scale simulation models of the Anacostia river forested area.

FLNT Satellite Facilities. Surrounding the FLNT urban redevelopment project are several natural resources which could and should play a key role in the environmental education program implemented here at the 1st Facility and subsequent schools. These resources are the Anacostia River forest areas, the National Arboretum and the Kenilworth Aquatic Gardens.

a. Anacostia River complex. This resource provides multiple opportunities for investigating successional patterns in the river area. Transect activities can be run in these sections to determine species relations and distribution in terms of a variable, i.e. the river. Natural communities in the area should be representative of those species which would ordinarily move into this type of pattern. The serial displacement of species from the water's edge to the higher, drier ground will provide a good opportunity to establish successional models in terms of water variables. The sandy beaches will contain a number of shells representative of the populations of mollusks inhabiting the area. Studies can be done on these in terms of species diversity, mortality and migration relative to fluctuations in the water level. Also, the effects of periodic flooding on the plant and animal inhabitants of the area can be studied.

b. Kenilworth Aquatic Gardens. The garden complex is next to the Anacostia River and located to the immediate SE of the FLNT redevelopment site. There are 11 acres of ponds that are planted with a number of exotic water plants and other native species of plants and animals typical of pond, marsh and river habitats of the Atlantic coastal plains. Groups visiting the area would be able to do studies on pond waters which would be a valuable resource in studying types of plant and animal life different from that near the FLNT site area. In addition to the aquatic insects and plants that would be available there, the students would also have the opportunity to observe exotic water plants which have been brought in over the years by W. B. Shaw, who started the particular project, and later on by his daughter, Mrs. L. Helen Fowler. The variety of plants present in this resource and also the rather picturesque setting would lend itself well to painting, graphic arts, and photography.

c. National Arboretum. The National Arboretum would provide a number of quality experiences in ecology. The natural woods preserved here which would show the succession of Atlantic Coast climax forests on a larger scale than can be seen on the FLNT site. This would be a particularly good resource for students interested in reforestation by allowing the students to also predict what might happen with their own environmental study areas through the course of reforestation. The visitations here might also help them in formulating a list of the types of trees and relative patterns in which they might plant them prior to actually implementing the reforestation of the projected study areas. Also present are a number of exotics and examples of nursery practices which would point out to the learners some of the management practices possible when one considers the sound mechanics of the environment prior to undertaking reforestation projects.

Perhaps the most valuable aspect of having these three resources within such a reasonable distance of the redevelopment project is that visitation to these sites would be a relatively simple undertaking. Also to be considered is the fact that, should the environmental study areas become a reality on the FLNT site, the opportunity to observe much larger natural systems in terms of what they have observed on their own reforestation or wild areas, would help them to see how well their model of operation in nature agrees with observations made on the larger systems. These types of experiences would then serve to help broaden students' concepts of environment and its workings on a much larger scale by (1) starting with small examples in and around the school site, (2) more comprehensive observations on the proposed natural areas in the redevelopment and (3) observations on still larger systems in the surrounding area. This would bring the learners to a point where they are ready to consider implications of the above on perhaps a much larger scale. Hopefully this would mean a readiness to move to national and international implications of environment and management.

III. STAFF DEVELOPMENT

The staff of the first FLNT educational facility will, to a great extent be the prime determiners of program success. A realistic and rigorous selection process will help assure the acquisition of a competent and confident group. However, if the program reflects the suggestions for environmental education contained herein, an intensive inservice program must be developed and implemented prior to involving children in the educational program.

The objectives of such an inservice program would be to:

a. Bring teachers into contact with the innovative and educational characteristics of the facility.

b. Engage them as they might in turn engage their students in experiences based upon the utilization of any number of the unique educational contrivances and community resources. These encounters can be planned to include all staff in the following procedures:

(1) Pre-select specific experiences representing various developmental levels. (Use the criterion of "adult challenge" to aid in making activity selections.)

(2) Present to teachers the procedural "thread" as teachers might present it to children. The thread might be merely a set of directions, suggestions, or display of unique materials from which an activity could be fashioned.

(3) Engage teachers in the selected activity but do not require them to role play.

(4) Follow through with the activity until a natural intermediate completion point is reached or until participants' interest level drops.

(5) As a group, react immediately to the activity, its implications for the particular developmental level represented, predict possible child response, relate it to other areas of the curriculum and evaluate its imapct on and import to the level represented.

(6) Assess overall feasibility of using activity with children in its present or a modified form.

c. Cause inservice leaders to act as teaching models displaying those behaviors and strategies which are judged most likely to effect desired learning responses in children.

d. Schedule time wherein staff may be provided the same materials used during the inservice, equipment and students for microteaching with video equipment to be follow'ed by review and critique of the small group practice session. Involve children in the critique: their opinions are candid and therefore useful.

e. Plan for staff involvement in a sufficient number of curriculum activities, (as outlined above), properly sequenced so that the skeleton or framework of an emergent model program is experienced by all staff.

f. Cause staff to seek modes of linking these major experiences in such a way that the emerging program is not contrived but authentic. Alternative pathways bridging activities must be proposed in view of program individualization objectives.

g. Encourage and permit staff to come to grips with the kinds of environmental considerations which have guided curriculum selection, building modification and use, instructional philosophy and larger ecological and educational issues.

h. All of the preceding must be done on a release time basis with full support and commitment from the adminstration who should also be involved in the same fashion as are teachers.

IV CONCLUSIONS

Failure of the Present System. Evidence would seem to indicate that the past connotation of "conservation" as "wise use" is intellectually unexciting and ineffectual as a functional change agent. Most current programs are primarily oriented toward basic resources and a rural perspective. There has been a general failure to concede that the real power of decision in our democracy rests in the hands of the urbanite. Following is a list of observed inadequacies in "conservation education" per se:

1. There exists no coherent philosophy of environmental education.

2. There is a lack of teacher interest and background training.

3. There is a conspicuous lack of cooperative, enlightened school administrators.

4. No comprehensive school program in environmental education exists at present.

5. There is a paucity of curricular software relating to environmental education.

6. Environmental education consultants are needed in all levels of the educational system.

7. Collegiate training programs are inadequate.

8. There is no effective leadership or coordination in the area of environmental education which would provide for quality training programs and information systems.

Even within the present system, some resources are given a disproportionate share of attention. Michigan studies show that soil, minerals and water share 24% of the total titles of free and/or inexpensive materials distributed to the public. Plants and animals claim 37% of the remaining total. Only 18% of the above have a readibility below the 7th grade. There is an apalling lack of educational materials on such serious problems as population, pollution, zoning and urban human relations.

Clearly, there exists a need for an urban populace that is knowledgeable in the socio-ecological aspects of environmental mechanics. In the paragraphs below, we have listed several areas of special concern relative to the development of a truly functional environmental education program. These considerations express a rationale for the implementation of such a program.

Urban Emphasis. There exists an operative evolution of our environment towards an increased density. By 1980, it is estimated that 80% of the American population will probably live in an urban environment. A rural-oriented living will no longer be a dominant influence in our lives. Man is also evolving behaviorly; his normal way of life is to be inside a group. Those not so inclined may find themselves treated for an antisocial syndrome. Interestingly enough, it has been observed that bees of social species appear unable to make the simplest decision unless in a group of about 12 (approximately the same optimum size of a board of directors). Further, they are unable to survive as a population unless they number at least 200 to share in the division of labor.

It is increasingly evident that we must shortly attach meaningful values to differing alternatives of land use. An informed populace will have to make decisions, explore and validate the above on matters of public and individual concern. A balance must be struck between the dynamic forces and demands of urban techniques and the equally compelling imperatives of managing the natural environment on a self-sustaining, self-renewing basis. The economy of our urbanized society is based upon gigantic consumption of energy. Long term consequences of present consumptive methods mandate that we rethink this issue relatively soon.

The very nature of our system of government also mandates that a major portion of the total effort directed toward the preservation and restoration of environment for the provision of quality experience is most effectively dealt with at local levels by informed and motivated individuals. Planned educational experiences should therefore provide for exposure to fundamental environmental mechanics to promote an effective, functional awareness.

Leisure, Sensitivity and Expression. Man is unique in his meddling with local universe affairs. A child's curiosity spans this universe in terms of diversity. He is capable of apprehending, comprehending and coordinating an ever-expanding inventory of experiences. Many educational systems and social circumstances stultify this uniqueness; in many instances we

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have deliberately instituted a process leading only to narrow specialization. This situation is dangerous and may lead to the intellectual extinction of creativity, substituting technical specialization in its stead. Current concern on the above has been expressed by Buckminster Fuller in "An Operating Manual for Spaceship Earth," and Desmond Morris in "The Naked Ape."

There is insufficient evidence at present to permit a realistic estimation of the role of leisure in our future urban society. One is prone to agree however, with the current popular projections of shortened working hours and the release of time for purposes other than making a living. Some humanists suggest that an expansion of interest and participation in all art forms will occupy this void provided that (1) the extant economic system makes this feasible and (2) the future structure of society is one which makes access to the arts an essential part of the cultural and educational opportunities of our entire population. Expression of sensitivity to one's environs might well be a means of reinforcing a functional awareness of environmental mechanics and perhaps promote sound management thereof.

The creation of cultural content is a function of the arts. What is done in the educational and social systems has significant impact on the direction such creativity will take. Man's relative openness and readiness dictates that which the arts will contribute to his total experience. A need is indicated for expanding our educational system beyond the present function of socializing and academizing the young to involve more of the populace with the experiences of all of the arts.

For example, one of the functions of art and of education is to teach children the relative beauty and worth of a democratic society. A second function might well be to equip them to create a similar system out of whatever environment they might find themselves in. School children today have a more complex image of the atom than the highest scholars of the 19th century. However, examination of practically any public statement reveals all but the most naive, stylized image of man.

Expression of self and an increased perception via the arts may alleviate this inconsistancy through the evolution of new conceptualizations of what constitutes reality. Perhaps we should create a favorable environment for the development of a new vocabulary of symbolic form. Use of the proposed solar area for science, music, painting, sculpture, theater and dance activities should provide a needed point of departure. Abandonment of the visual conventions will have the advantage of (1) a new aesthetic conception of cultural antiquity and (2) reinforcing the learner's perceptive environment in terms of sensory, emotional and cognitive experiences.

Interrelated Operative Systems of Knowledge. Potential learners attending the FLNT 1st Facility will spin 100 miles and travel 1,000 linear miles in space per minute. Perhaps this will not measurably effect their grades in art, but it is a fact of their existance in a nonsimultaneous universe of change and energy events.

It is perhaps a serious fundamental mistake to consider all knowledge in some singular mode, organized into verbal categories. Reconstruction of subject matter into operative systems which stress interdependancy of component elements, including man in a common environment, might provide for more meaningful data to promote discussion of alternatives for solutions to some of our problems.

There is every evidence that mankind is in need of a socio-ecological sensitivity that will make it intellectually respectful to be both aware of the future and optimistic about coping with it. An operational system of educational precepts is needed which teaches criticism, intensity, sensibility and personal action. We need a system of understandable mathematical symbols and manageable concepts that will permit anyone to enter the intellectual community. This will be realized as soon as knowledge is (1) allowed to be intuitive and sensory in origin and (2) its intellectual roots are seen to be in various kinds of perceptive personal experience. Realization of the above will eliminate the present expressive stratification which is neither real nor philosophically justified.

Dobzhansky has stated that by changing what he knows about the world, man changes the world he knows, and by changing the world in which he lives, man changes himself. Man's image of the future is a psychological phenomenon which may manifest itself in the form of aspirations, hopes, fears, expectations or ideals. It may be part of a religious, ethical, philosophical, or political creed. The above are significant characteristics of any civilization. An "anti-hope" image of the future does not furnish the inertial drive needed to propel a culture through the challenge of a changing environment.

Educational specialization precludes comprehensive thinking. There is need for the formulation of a core of knowledge and learning directed toward the mobilization and coordination of relavent technical means for the satisfaction of a particular functional aim. This would be best realized through an inquiry-oriented problems approach to knowledge that cuts across the bastardized boundaries of disciplines established to satisfy our administrative bent.

Evidence suggests that children are ready for conceptual learning in the earliest grades. Instructional materials might well consist of a series of local case studies or encounters with mankind which result in indepth studies of selected regions or topics (re: the Vasser program entitled "The River").

Data gathering and interpretive aspects of such a program would provide empirical information about resource problems emphasizing their relationship to the total environment. Learners must play an active role in data acquisition during which time attitudes are formed. Cumulative information formalized into operative models by the students could then be applied to analogous situations.

Environmental Education IN the Environment. Experience would seem to imply that no philosophy yet articulated in this nation is adequate to promote an urban environment capable of coping with change. There is no general comprehension to unite the best in conflicting issues. Present philosophies are not sensitive to the dimension of quality in natural and man-made elements in the environment nor disposed towards coping with its inherent problems. We have been unable to attach real values to "abstract" resources such as air and water.

Unfortunately, little or no thought has been given to site development for outdoor and community learning centers to enhance school curricula. Development insures that natural vegetation is stripped from the land, water areas destroyed, learning opportunities limited and the microclimates made more severe. Provision is then made for artificial islands of green.

Land plays a key role in helping youth and adults develop an understanding of environmental mechanics. "Synergy" has been defined by Fuller as the behavior of whole systems unpredicted by the separately observed behaviors of any of the system's separate parts or subassembly thereof.

Education purports to design a series of sequential experiences for the learner to imbue him with an environmental sensitivity to the above, but it provides him with a man-dominated natural system of green in the form of a sterile park. How can this emasculated system do anything but serve to reinforce the misconception of man"s total dominance over the environment? We have provided the learner with a philosophical windmill and clothed him in a mail of biased data.

The non-use of open space and real communities for the study of socio-ecological mechanics is philosophically akin to establishing museums or mosoleums for the dead. Most are sterile and stand empty of all except expensive and respectable forms which lack internal, vibrant, living energy to promote new sensitivities in the human community. A "parks only" ideological stand constitutes a requiem for the real mechanics of society and the environment.

Restoration of land for the specific purpose of demonstrating operations in the environment on a small scale will provide the learner with bits of actual data on subsystems of our environment. This is at least a start in understanding the workings of our surroundings. The interplay of a child's total educational experiences, when related to his surroundings, will increase his sensitivity to the environment.

V. SUMMARY

Introduction. Environmental education recognizes two related, continuously operating propositions, vis-a-vis the child in his setting:

1. School achievement is conditioned by a child's environment, particularly his home and family environment. However, the school to school variation in achievement among children is almost wholly due to the social environment provided by the school(s) in question. Included here are:

(a) the educational backgrounds and aspirations of other students in the school, and

(b) the educational backgrounds and attainments of the teachers in the school.

2. The child (student) is always in an environment and continually seeks to modify it in an attempt to find a unique place (niche) within it for himself.

Given these operating propositions, an educational program should be so planned as to potentiate the likelihood that a child will find, discover, and/or create a "niche" for himself in his environment.

The role of the school becomes one of expanding the array of choices open to the child. It follows that not all selections can take place within the boundaries of a school room; other environments should be explored, examined, measured, described, modified and utilized. However, those planning experiences for youngsters should continually bear in mind that activities should be authentic, not contrived exercises. To remove a child from a "school" to, for example, a natural area, should be done only if what is to be accomplished cannot be done elsewhere. There must also be something definite to do when the child gets there. In addition, that which is done must be developed by children rather than imposed by a teacher-expert.

Conversely placing a child in the school setting should also be an option open to those in a position to make a decision. If a child is to study something of seasonal changes in the night sky, he should see the night sky - provision should be made for this. Perhaps more realistically, if a youngster wants to find out the average number and kind of pets kept by those living in a certain area, he should go to that area and gather his data.

There should, then, be a great degree o f freedom to move back and forth from school facility to community to natural areas and back again. And the notion that each component of the environment, e.g. school, home, park, etc., exists as an entity separate and related should be erased. The child, school, community, region, earth, continuum should be stressed until it is a natural conception for both adults and .children. It is worth noting that one of the most powerful of ecological concepts is that of interdependence; a child's understanding of this construct can only occur if his experiences are themselves interrelated by design, either his or his teacher's.

A sense of interdependence develops from that of dependence. One should proceed to the other. This is true if responsible choice becomes a part of the educational program. The child must be permitted to make decisions concerning his own behavior. As a child's sense of interdependence grows, his societal-self is shaped. He perceives his worth as an individual viewing himself in an increasingly positive fashion because he learns he is a needed link in a chain or web called society. Adults must support the child's emerging idea of self. It is only with approval and reinforcement from peers and adults that a child can undergo the internal cumulative changes necessary to construct a concept of self in relation to environment.

The body of this report is a set of statements - prescriptive statements - about learning and the environment. It is an ecological point of view about how the process of education ought to proceed with the exception of recommendations on structural modifications. It is deliberately general in nature. Specificity does not come until one details the exact set of learning experiences to which a child will be exposed. Or, more importantly, it is only when a child makes his own experience choices from among those provided for will we know the nature of the educational program and something of its boundaries. Yet we must still provide for those choices and we must still give children the euqipment by which decisions are made. This becomes the basis of the educational program; the activities and experiences plus the development of skills to evaluate and differentiate choices in terms of the ultimate consequences of one's responsive decisions. Perhaps some of the following considerations can serve as criteria for guiding the thoughts of FLNT program planners.

Educational Experiences. Choose activities which stress the use of ecological techinques for data development including mapping, surveying, sampling, measuring, etc. These techniques will permit reasonably objective ideas of the environment to be formed. In conjunction with data generation, apply decision making techniques for choice and value situations. Encourage the development of activities which are sufficiently open-ended to admit of interpretation, qualification and question. Employ games and en courage role playing situations. Selected activities should work to eradicate the artificial barriers between the disciplines so that children perceive an integrity rather than a fragmentation to knowledge.

Select experiences and activities for their authenticity and potential worth to an individual. This is not to say that for example those things considered play are not of value. Indeed, play or the ability to play is very much a part of the natural inclination of an individual. Natural inclinations of children should not be dismissed, rather staff should plan to capitalize upon them whenever possible.

Each activity and experience should contribute ultimately toward the development of a child's fitness - niche - in his environment, build diversity and richness into the interior school environment and spend increasing amounts of time outside of the school so that a child's idea of the total environment is increasingly congruent with what is.

Schools. A school is a fact. But the building itself; the physical environment ;can be modified in a way such that it will facilitate "opensure" rather than "closure." Use the building fully to further particular ends. Give future consideration to the dispersion of classrooms about the community. Decentralizing the system may lead to real individualization in the program.

Biological and Sociological Climate. Choose staff also upon the basis of what they might contribute to the biological or social climate of the building. The quality of the interaction among staff members and between child and staff will be the most success significant determinant of student success. Select staff with the greatest of concern for their ability to relate effectively to children and to a greatly modified learning environment and style.

Consider the fact that the building's professional staff will form an adult milieu somewhat unlike that with which many of the children will be familiar. Plan to provide for as is feasible, a mixture of adults representing a true community cross section and then permit the children to be a part of total staff interaction.

Increase the number of activities the child can do which bring him into contact with the adult sector of the community apart from the school. Productive interaction at this level may help enhance a child's own sense of worthiness and usefullness in a setting other than school.

Environmental Education. Evidence suggests that;children are ready for conceptual learning in the earliest grades. Instructional materials might well consist of a series of local case studies or encounters with mankind which result in indepth studies of selected regions or topics. Data gathering on interpretive aspects of such a program would provide empirical information about resource problems, emphasizing their relationship to the total environment. Learners must play an active role in data acquisition and attitudes should be stressed. Cumulative information formalized into operative models by the learners could then be applied to analogous situations.

An emphasis on principles rather than routine skills or rule of thumb procedures will promote the ability to operate in concrete situations with full sensitivity to their novelty and application of principles.

Technical means should be used as just that and not as ends, recognizing that communities are the ends that means are designed to serve.

Knowledge should be operative in some direct way for human welfare; a city is intended to serve people; people are not intended to serve cities.

One must have the ability to exercise restraint and descriminating self-limitation. One must also recognize self limitations and possess the wisdom to seek appropriate help.

Each person acts not only as an individual but also representatively with an awareness that what he does transcends himself.

APPENDIX B

COMMUNITY OPINION SURVEY

(See Appendices, Volume 2)

C

APPENDIX C

DEMOGRAPHIC SURVEY

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1. INTRODUCTION

The purpose of this report is to provide educational planners with a glimpse of the people and children who are likely to be served by the public schools of Fort Lincoln New Town (FLNT). This glimpse is a conglomerate of what others have seen already; there is almost no independent estimation by the writer. Rather, an attempt has been made to explain the bases of other observers.

This report is only a glimpse at those FLNT schools will serve. It is in no way a detailed or professional demographic study. Hopefully, it will make do for the moment.

Today, Fort Lincoln New Town only exists as a tract of land, some scale models, and a bound sheath of papers referred to as the Logue Plan. The Logue Plan is the work of a group of consultants brought together by Edward Logue to advise the concerned governmental agencies as to what they might do with the old National Training School site. As stated by the Senior Project Director (Fort Lincoln) of the D. C. Redevelopment Land Agency:

> "I want to reiterate that at this time there is no approved plan for the Fort Lincoln project area. However, the Neighborhood Development Program now being prepared will include a general land use plan that should be used as the framework for planning the education system. This plan, based on elements of the Logue Plan, will show the general-schematic location of the five residential communities, a range of housing for each sub-area..."

All data contained in this report on FLNT itself are either taken directly from or based on the Logue Plan. Yet the Logue Plan is only a base for a range of housing alternatives for FLNT. Neither the Senior Project Director or RLA nor the primary demographic consultants of the Logue group would hazard a guess as to the liklihood of the Logue Plan becoming a reality or the range of likely alternatives. The best we can say is that it is all there is now, and no new funds have been present to start anew.

The Logue Plan proposes a residential component of FLNT consisting of the following housing units:

For low income elderly	450 units (10 percent)
For low income families.	450 units (10 percent)
For moderate income families	2,250 units (50 percent)
For middle income families	1,350 units (30 percent)
Total housing units	4,500 units (100 percent)

The use of the terms "low income," "moderate income," and "middle income" in the Logue Plan and throughout this report is not in the conventional sense. Rather than referring to a common notion of income they actually refer to the type of federal financial assistance required. "Low income" refers to public housing, and public housing residents can have a maximum yearly income ranging (in the District of Columbia) from $3,300 for a single individual to $8,600 for a family of ten displaced by governmental action.

"Moderate income" refers to federal financing commonly called rent supplements and other related programs. Under these programs, income maximums can range from $3,475 for an efficienty to $13,420 for some ten person families.

"Middle income" is a complete misnomer. It refers to essentially uncontrolled housing, receiving no more than subsidized construction financing interest rates and mortgage insurance. The income of most residents is not controlled. It is similar to that of the New Southwest, in Washington, D. C.

2. THE POPULATION OF FLNT

2.1 Derivation of Estimates

The Logue Plan proposes 4500 housing units both by type of housing program (income groups) and bedroom size. A large proportion of multiple bedroom units are proposed. Robert Gladstone and Associates, a part of the Logue Team, developed estimates of the population of FLNT and its school age population (grades 1 - 12) based on the Logue Plan's composition of housing programs, units, and numbers of bedrooms and the experience of similarly financed projects in Washington, D. C. and Pittsburgh, Pennsylvania. Gladstone employees have stated that considerable effort was placed on the development of factors based on the empirical experience of other projects.

In principle, the methodolgy utilized by Gladstone is reliable. Robert Gladstone and Associates has an excellent reputation in the housing field and extensive files. The writer, however, was unable to examine the basic empirical studies used by Gladstone, and thus is unable to evaluate the reliability of estimates based on them. Again, it's the best we have.

Cautions

1. A footnote to one of Gladstone's estimates states that there will be about 1,000 children ages 0-5 years in FLNT. This is a glaring error. Over 4,000 children are projected in ages 6-9 years. At least that many are apt to be ages 0-5 years.
2. Gladstone's estimates of total population and school age population are not comparable to his estimates of age of

household head and family status. In combination they result in a net of 1,000 persons who are either under 6 years old or over 18 years old and not a household head or his wife.

3. Gladstone estimates that 44 percent of the population of FLNT will be between 6 and 17 years old. This percentage seems unreasonably high, even in a multi-bedroom, rental community. The writer feels, on very little evidence, that it is more likely that the estimate of total population is too low, rather than the estimates of school age population too high.

2.2 Housing Units and Total Population of Fort Lincoln New Town, by Sub-Area and Income Group

Sub-Area and Income Group	Number Housing Units	Total Population Estimates
Sub-Area D		
Low income	120	144
Moderate income	254	1,219
Middle income	-	-
Total Sub-Area D	374	1,363
Sub-Area C		
Low income	198	899
Moderate income	510	3,261
Middle income	345	1,141
Total Sub-Area C	1,053	4,301
Sub-Area B		
Low income	185	843
Moderate income	473	1,832
Middle income	319	848
Total Sub-Area B	977	3,523
Sub-Area A		
Low income	230	1.047
Moderate income	586	2,248
Middle income	398	1,039
Total Sub-Area A	1,214	4,334

Sub-Areas presented in order of proposed development.

Sub-Area and Income Group	Number Housing Units	Total Population Estimates
Sub-Area E		
Low income	167	757
Moderate income	427	1,740
Middle income	288	832
Total Sub-Area E	882	3,329
Total FLNT		
Low income	900	3,690
Moderate income	2,250	9,300
Middle income	1,350	3,860
TOTAL	4,500	16,850

Source: District of Columbia Redevelopment Land Agency; letter to Mr. Collins Reynolds from Mr. Arnold H. Mays, April 29, 1969.

3. A SOCIO-ECONOMIC PROFILE OF RESIDENTS OF FORT LINCOLN NEW TOWN

This profile is a slight revision of a profile prepared by Robert Gladstone and Associates as a part of the Logue Plan. It is revised to describe a town of 900 low income units, 2,250 moderate income units, and 1,350 middle income units; rather than the 1,000-2,200-1,300 profile developed by Gladstone in "Working Paper No. 4." The methodology for the revision was to factor out 100 units from the profile of the low income units and add 50 units each to the profiles of the moderate and middle income units, keeping the percentage distributions by income group constant.

The Gladstone profile is based on the 1960 Census for Washington, D. C. Each characteristic was separately estimated by income group, with middle income group estimates given a weight (unspecified) to include suburban distributions. In other words, a percent distribution of moderate income employment of D. C. residents in 1960 was first developed, and then applied to the number of planned moderate income units for FLNT, and so on for the other income groups.

This entire profile has two significant and glaring weaknesses. First, it is based on 1960 relationships, and the socio-economic profile of the District has changed significantly since then, reflecting new technologies and major breakdowns of segregated employment patterns. Second, the profile does not reflect the relative youth of FLNT residents, who will be attracted to the large percentage of multiple bedroom units, and low or non-existant percentage of owner occupation.

Weaknesses of individual tables are discussed at the foot of each table.

D. C. average percent distributions from the 1960 Census of Population have been added to each table (where readily available) to provide a measure of comparison to the D. C. norm.

3.1 Estimates of Employment by Industry of Heads of Households of FLNT by Income Group

Industry Group	Low Income	Moderate Income	Middle Income	Total FLNT		Percent Distribution D.C.[1]
	(#)	(#)	(#)	(#)	(%)	(%)
Construction	70	160	55	285	7.7	5.6
Manufacturing	35	185	100	320	8.7	6.9
Trans, Comm., & Utilities	55	175	70	300	8.2	6.1
Wholesale	10	50	30	90	2.4	1.8
Retail	95	210	100	405	11.0	13.8
Finance, Insurance & Real Estate	20	70	85	175	4.8	5.0
Business, Repair, & misc. services	165	380	280	825	22.3	14.1
Public Service	120	710	455	1,285	34.9	46.7
Subtotal	(570)	(1,940)	(1,175)	(3,685)	(100.0%)	(100.0%)
Not in Experienced Labor Force	180	310	175	665	14.8	36.3
Unemployed	150	-	-	150	3.3	2.5
Total	900	2,250	1,350	4,500		

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[1] Percent distribution of the industry of employed residents of D.C. in 1960, based on the 1960 Census of Population.

Notes:

The specific weakness of this table is that it is based on total employment, yet reports only head of household employment. In 1960, 48 percent of D.C. families had more than one earner of income, and the percentage has probably increased since then.

"Not in the experienced labor force" means one does not have a job and is not looking for one. Among the low income population, especially the low income elderly, there will probably be more than 20 percent (180 persons) "not in the experienced labor force."

3.2 Estimates of Occupations of Heads of Households of FLNT by Income Group

Occupation	Low Income	Moderate Income	Middle Income	Total FLNT		Percent Distribution D.C.[1]
	(#)	(#)	(#)	(#)	(%)	(%)
Professional & Technical	-	375	430	805	17.9	16.1
Managers & Officers	-	200	355	555	12.3	6.7
Clerical	105	505	200	810	18.0	28.4
Sales Workers	20	105	80	205	4.6	4.7
Craftsmen and Foremen	90	365	135	590	13.1	7.9
Operatives	140	295	75	510	11.3	9.7
Private Household workers	55	10	-	65	1.5	5.8
Service workers	200	255	60	515	11.4	15.1
Laborers	110	140	15	265	5.9	5.6
No occupation	180	-	-	180	4.0	-
Total	900	2,250	1,350	4,500	100.0%	100.0%

---

1. Percent distribution of the occupation of employed residents of D.C. in 1960, from the 1960 Census of Population.

Notes:

The specific weakness of this table is that it is based on the total employed population, yet reports only occupation of heads of households. In 1960, 48 percent of D.C. families had more than one earner of income, and the percentage has probably increased since then.

This table does not seem to account properly for heads of households not in the labor force. They seem to be accounted for as they had the same occupations as others in their income group.

3.3 Estimates of Household Income for FLNT

Income Level	Households		Percent Distribution D.C.[1]
	Number	Percent	
$ 0 - 3,000	450	10.0	17.3
$ 3,000 - 5,000	315	7.0	22.6
$ 5,000 - 7,000	710	15.8	18.9
$ 7,000 - 10,000	1,625	36.1	19.5
$10,000 - 15,000	740	16.4	13.7
$15,000 and over	660	14.7	8.0
Total	4,500	100.0%	100.0%
	Estimated Median Income $8,431		Medium Income D.C. 1960 $5,993

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[1] Percent distribution of family income in 1959 of D.C. resident families in 1960, based on the 1960 Census of Population.

Notes:

The usefulness of this table is extremely limited, except for comparative purposes to the 1960 Census. One recent estimate is that Household income for the District today is almost three times greater than the 1960 Census estimate (Washington Post, May 17, 1969). Since Gladstone did not provide income data by income group, the revision to reflect a change income group relationship required minor assumptions as to range of income.

It is assumed that Gladstone's work was based on family income (rather than income of families and unrelated individuals) and thus is comparable to the 1960 family income distribution for D.C.

3.4 Estimates of Age of Heads of Household of FLNT, by Family Status and Income Group

Family Status	Low Income (#)	Moderate Income (#)	Middle Income (#)	Total FLNT (number)	Total FLNT (percent)
Husband - Wife					
Under 35	180	500	180	860	19.1
35-44	45	485	285	815	18.1
45-64	90	710	580	1,380	30.7
65 or more	315	155	110	580	12.9
Subtotal	(630)	(1,850)	(1,155)	(3,635)	(80.8)
Other Male Head					
Under 35	10	40	10	60	1.3
35-44	5	20	10	35	.8
45-64	10	30	25	65	1.5
65 or more	20	30	10	60	1.3
Subtotal	(45)	(120)	(55)	(220)	(4.9)
Female Head					
Under 35	50	30	10	90	2.0
35-44	40	50	15	105	2.3
45-64	20	145	80	245	5.4
65 or more	115	55	35	205	4.6
Subtotal	(225)	(280)	(140)	(645)	(14.3)
Total	900	2,250	1,350	4,500	100.0%

Notes:

This table is inconsistant with the total and school age population estimates for FLNT developed by Gladstone through a more empirical methodology. Combining the two estimates would leave only 1,000 persons falling in the categories of under five years old or over 18 years old but not a household head or wife of a household head.

It is reasonable to expect that more than 22 percent (as shown in this table) of the household heads of multi-bedroom, rental community will be less than 35 years of age.

4.1 Estimates of School Age Children of FLNT, by Sub-area and Economic Status

	GRADE			
	K[1]	1-6[2]	7-9[2]	10-12[2]
Sub Area D - (first to be developed)				
Low Income	-	-	-	-
Moderate Income	66	408	110	79
Middle Income	-	-	-	-
Total	66	408	110	79
Sub Area C - (next to be developed)				
Low Income	55	326	75	55
Moderate Income	119	739	200	143
Middle Income	44	280	82	59
Total	218	1,345	357	257
Sub Area B - (3rd to be developed)				
Low Income	51	306	70	52
Moderate Income	92	573	157	110
Middle Income	27	168	50	36
Total	170	1,047	277	198
Sub Area A - (4th to be developed)				
Low Income	64	380	88	64
Moderate Income	113	700	192	135
Middle Income	32	203	59	43
Total	209	1,283	339	242

	GRADE			
Sub Area E - (last to be developed)	K[1]	1-6[2]	7-9[2]	10-12[2]
Low Income	46	275	63	46
Moderate Income	89	553	151	107
Middle Income	29	181	53	39
Total	164	1,009	267	192
Total - FLNT School Age Population				
Low Income	216	1,287	296	217
Moderate Income	479	2,973	810	574
Middle Income	132	832	244	177
Total	827	5,092	1,350	968

Total FLNT 8,237

Source: Adapted from data presented in the Logue Plan.

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1. The Logue Plan did not estimate kindergarten population. The writer developed the estimates presented by applying the ratio of kindergarten enrollments to enrollments in grades 1-4 for the D. C. Public Schools in 1968 to the Logue estimates of FLNT school age population in grades 1-4.

2. The configuration of grades presented in the Logue Plan (grades 1-4, 5-8 and 9-12) has been realigned to the D. C. Public School configuration (grades 1-7, 7-9, 10-12) on the basis of the ratios of school enrollments by grade for the D. C. Public Schools for 1968.

Notes:

See introductions for general comments on the estimates of the Logue Plan.

4.2 Non-participation in FLNT Schools

Some proportion of the school age population estimated in the table above will not attend FLNT schools. They will attend private and parochial schools or no school at all.

For the last three years, D. C. resident pupils enrolled in private and parochial schools have averaged about 10 percent of total enrollment of D. C. resident pupils. The percentage varies only slightly from elementary to junior high, to high school enrollments. A little over half of D. C. residents enrolled in D. C. private and parochial schools are non-white.

4.2.1 Dropouts

In the absence of related income group and dropout data it was deemed inadvisable to apply dropout rates to the school-age population of FLNT. In the District of Columbia, the rates vary widely from school to school, and even year to year. In one sense, they are a function of both the quality of the students and the quality of the school, and will not apply to the FLNT schools. The following 5-year average rates are presented as indicators of the magnitude of the problem in D.C. schools.

4.2.2 Five-year Average Dropout Rates in D. C. Public Schools, by Selected Schools, 1963-64 to 1967-68

School or School Type	5-year average annual percent dropouts
All Elementary Schools	less than 1 percent
All Junior High Schools	4.8%
Deal Junior High (upper-middle class population)	.2%
Backus Junior High (middle class)	1.7%
Hine Junior High (lower class)	7.3%
All High Schools	11.3%
Wilson High (upper-middle class)	2.5%
Roosevelt High (middle class)	8.4%
Cardozo High (lower class)	18.6%
All Vocational High Schools	25.3%
Bell Vocational (lowest dropout rate)	13.6%
Phelps Vocational (highest dropout rate)	38.9%

Notes:

These rates are yearly totals for the enrollment of each school; they include all three grades in the school. While most junior high dropouts occur in the ninth grade, high school dropouts are much more evenly distributed amount the grades.

A dropout in this table is literally one who withdraws from school. Re-enrollments are not subtracted from the dropout total. Thus double counting can occur from year to year, and even within the same year.

4.3 Educational Achievement of FLNT School-age Population

The D. C. Public Schools do not maintain data on the income of families of pupils. Thus, no development of educational achievement by income group could be developed.

Tests for Reading and Mathmatics are given in the latter part of each school year to pupils in grades 2, 4, 6, 9, and 11. An indicator of the level of FLNT pupils is the norm for the District itself. It is significant that in every test, the D. C. norm is well below the national norm, usually in the third quartile (between 25 and 50) of the percentile band. The D. C. norm for vocational high schools is abysmally low.

Reading and Mathematics Test Results, District of Columbia and National Norms for Selected Grades, 1966-67 and 1967-68

Grade, Test, and Year	D.C. Norm	National Norm
	Medium Grade Equivalent	Medium Grade Equivalent
Second Grade		
Reading		
1966-67	2.4	2.8
1967-68	2.3	2.8
Arithmetic[1]		
1966	–	2.8
1967	2.5	2.8
	Median Percentile Band	Median Percentile Band
Fourth Grade		
Reading		
1966-67	43-50	46-56
1967-68	34-48	46-56
Mathematics		
1966-67	17-62	36-72
1967-68	0-51	36-72
Sixth Grade		
Reading		
1966-67	39-54	40-62
1967-68	35-51	40-62
Mathematics		
1966-67	25-42	36-63
1967-68	25-42	36-63
Ninth Grade		
Reading		
1966-67	29-51	43-61
1967-68	27-47	43-61
Mathematics		
1966-67	27-47	36-59
1967-68	23-42	36-59

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[1] Arithmetic test optional in 1966-67. Hence, D.C. norm is not available.

Reading and Methematics Test Results, D. C. and National, (cont'd)

	D. C. Norm Median Percentile Band	National Norm Median Percentile Band
Eleventh Grade (regular)		
Reading		
1966-67	36-54	40-58
1967-68	31-49	40-58
Mathematics		
1966-67	14-44	38-58
1967-68	14-44	38-58
Eleventh Grade (vocational)		
Reading		
1966-67	22-36	40-58
1967-68	16-31	40-58
Mathematics		
1966-67	5-14	38-58
1967-68	4-11	38-58

Source:

Special tabulation by James V. Shannon, Director, Department of Public Personnel Services, D.C. Public Schools, contained in letter of May 2, 1969, to Mr. Kenneth Mostow.

Note:

For a listing of tests given, see source.

"Median percentile band" means that it can be safely predicted that within the range of percentile scores given is the dividing line between top and bottom halves of student scores.

4.4 Pupil Enrollment in Special Education Classes for all Schools, by types, October 17, 1968

Types	Elementary		Jr. High		Sr. High		Total		Total
	(w)	(b)	(w)	(b)	(w)	(b)	(w)	(b)	
Children with Learning Disabilities	1	41	-	-	-	-	1	41	42
Hearing Conservation	1	36	-	12	-	-	1	48	49
Severely Mentally Retarded	27	429	-	-	-	-	27	429	456
Occupational	-	78	-	-	-	-	-	78	78
Orthopedically handicapped[1]	21	113	7	40	5	25	33	178	211
Sight Conservation	-	19	-	-	-	-	-	19	19
Spingarn Stay Program	-	-	-	-	-	710	-	710	710
Social Adjustment	13	140	1	299	-	4	14	443	457
Special Projects	-	-	-	-	-	113	-	113	113
Visiting Instruction	20	137	10	83	12	52	42	272	314
Total	83	993	18	434	17	904	118	2,331	2,449

Source:
"Pupil Membership in Regular Day Schools on October 17, 1968, compared with October 19, 1967, by Schools, School Levels, and Race," Statistical Office, Department of Automated Information Systems, D. C. Public Schools, November 8, 1968.

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[1] Includes pupils with miscellaneous health problems

Notes:

The D. C. Schools do not collect data on the need for special education. They have, for instance, 140 elementary school pupils in need of, but not receiving social adjustment classes, but do not know the true level of need. They realize that they are not close to meeting the need.

Enrollment in special education, as a percent of total school enrollment was 2.4 percent in 1968.

5. THE ENVIRONS OF FLNT

Two areas have been delineated as being affected by FLNT. In the fall of 1967, the citizens planning group concluded that the area bounded by New York Avenue, 18th Street, Rhode Island Avenue, and the District Line would be dramatically affected by FLNT. In 1960 this area contained 90 percent of the population in Census Tract 90 and 47 percent of Census Tract 91. In most reports, including this one, this area is called the immediate surrounding area (ISA).

The Logue consultant group and the National Capital Planning Commission have called a larger area, consisting of Census Tracts 88.1, 88.2, 89, 90, 91, and 94, the planning area of FLNT. In most reports, including this one it is called the larger planning area (LPA).

Because of the unavailability of most socio-economic data on less than a Census Tract basis, it has been necessary to describe the ISA in these tables as the total of Census Tracts 90 and 91, rather than the portions of them in the ISA.

5.1 Population and Tenure of Occupied Housing Units of the Area Immediately Surrounding FLNT, by City Blocks, 1960

Census Track and City Block	Population	Occupied Housing Units		
		Total	Owner Occupied	Renter Occupied
Census Tract 90	2,388	502	363	139
Portion of Census Tract in I.S.A.	2,138	422	294	128
Percentage of Census Tract in I.S.A.	89.5%	84.1%	80.9%	92.1%
Census Tract 91	9,715	2,890	1,265	1,625

Census Tract and City Block	Population	Occupied Housing Units		
		Total	Owner Occupied	Renter Occupied
City Blocks				
1	32	9	9	-
2	51	20	17	3
3	74	19	19	-
4	85	24	22	2
5	108	28	27	1
6	153	49	23	26
7	58	11	11	-
8	204	50	46	4
9	145	32	29	3
11	88	23	19	4
13	129	30	28	2
14	161	41	40	1
15	186	40	35	5
16	116	27	21	6
17	174	42	26	16
19	61	21	16	5
20	112	29	28	1
22	129	34	30	4
23	198	39	23	16
24	69	18	17	1
25	80	20	17	3
26	30	10	8	2
27	17	-	-	-
28	188	64	29	35
29	38	13	8	5
30	56	12	7	5
31	36	12	7	5
32	141	39	11	28
33	68	9	5	4
37	51	16	10	6
47	33	9	7	2
48	68	16	14	2
49	69	17	13	4
50	133	24	17	7
51	98	21	18	3
58	11	-	-	-
59	31	8	-	8
62	142	34	4	30
63	135	36	10	26
64	134	28	3	25
67	3	-	-	-

Census Tract and City Block	Population	Occupied Housing Units		
		Total	Owner Occupied	Renter Occupied
City Blocks (Census Tract 91, continued)				
92	114	22	18	4
93	129	37	22	15
94	79	24	15	9
96	225	-	-	-
101	7	-	-	-
103	42	8	3	5
104	4	-	-	-
Total	4,495	1,065	732	333
Portion of Census Tract in I. S. A.	4,495	1,065	732	333
Percent of Census Tract in I. S. A.	46.3%	36.9%	57.9%	20.5%

Source: 1960 Census of Housing, by City Blocks

Notes:

This table presents the only data available for an area smaller than a Census Tract. Thus, its conclusion that the ISA contained in 1960 1487 housing units and a population of 6633 is important. All other data presented in this report gives ISA data as the totals of Census Tracts 90 and 91.

5.2 Population of the Area Immediately Surrounding FLNT, by Census Tracts, Race, and Age, 1960 and 1965

	Census Tract 90		Census Tract 91		Total ISA		Total D. C.	
White	1960	1965	1960	1965	1960	1965	1960	1965
0-4	90	60	400	200	490	260	21,800	19,900
5-14	200	100	400	100	600	200	32,100	21,500
15-44	700	500	1,700	700	2,400	1,200	141,500	123,600
45-64	300	300	1,200	700	1,500	1,000	101,600	91,100
65 +	100	200	700	600	800	800	48,700	50,900
Total	1,390	1,160	4,400	2,300	5,790	3,460	345,600	307,100
Non-White								
0-4	100	200	800	1,000	900	1,200	61,100	68,600
5-14	200	500	1,300	2,100	1,500	2,600	83,500	110,100
15-44	600	1,300	2,400	3,100	3,000	4,400	183,700	198,500
45-64	200	300	800	1,100	1,000	1,400	74,400	87,900
65 +	40	80	200	300	240	380	20,400	23,000
Total	1,140	2,380	5,500	7,600	6,640	9,980	423,100	488,200
Total								
0-4	200	300	1,200	1,300	1,400	1,600	82,800	88,500
5-14	400	600	1,700	2,200	2,100	2,800	115,600	131,600
15-44	1,200	1,800	4,100	3,800	5,300	5,600	325,200	322,200
45-64	400	600	1,900	1,800	2,300	2,400	176,000	179,100
65 +	200	300	900	800	1,100	1,100	69,100	74,000
Total	2,400	3,600	9,800	9,900	12,200	13,500	768,700	795,300

Source: "Population of Census Tracts in the District of Columbia, by Age and Race: April 1, 1960 and July 1, 1965", Demographic Unit, D. C. Management Office, D. C. Government, 1968.

Notes:

There are several weaknesses to this table, both for 1960 and 1965 estimates of population.

The 1960 data are the enumeration of the 1960 Census of Population. Studies conducted subsequent to the 1960 Census have shown that there was a substantial net undercount of the population, particularly of non-whites. The undercount varies by age and race, and is highest for non-white males (20 percent undercount for non-white males aged 25-29). The undercount for the District of Columbia is thought to be 7.2 percent, but no work has been done to correct for undercount by Census Tract.

The 1965 data was developed via a complex methodology which basically adjusts 1960 figures for actual births and deaths and estimates of construction and migration. Although the best there is, there is general agreement that it is not statistically adequate. In fact, the D. C. Demographic Unit ceased publication of Census Tract Population Estimates after 1965.

The 1960 to 1965 population patterns of the District (and, by observation, of the area surrounding Fort Lincoln, too) seem to be continuing. Total population is remaining stable, but the racial composition is shifting rapidly. Between 1965 and 1967, the D. C. population grew less than one percent, but it is estimated that there was a net out-migration of 22 percent of the whites and a net in-migration of 16 percent of the non-whites. It can be safely assumed that unless there is a radical change in public sentiment, the area surrounding Fort Lincoln will be effectively resegregated by the time the first FLNT resident moves in.

5.3 Population of the Planning Area of FLNT, by Census Tracts, Race, and Age, 1960 and 1965

	Census Tracts							
	88.1		88.2		89		90	
White	1960	1965	1960	1965	1960	1965	1960	1965
0-4	10	10	40	20	--	--	90	60
5-14	50	20	50	30	10	10	200	100
15-44	400	200	200	200	30	10	700	500
45-64	90	50	200	80	40	40	300	300
65 +	40	40	100	90	20	20	100	200
Total	600	300	600	400	100	80	1,300	1,200
Non-White								
0-4	1,200	1,200	1,000	900	1,600	1,600	100	200
5-14	1,300	1,500	1,300	1,500	2,000	2,200	200	500
15-44	3,400	2,900	3,300	3,000	5,200	4,500	600	1,300
45-64	1,000	1,100	1,300	1,300	1,600	1,900	200	300
65 +	200	200	200	300	300	300	40	80
Total	7,100	6,900	7,100	7,000	10,700	10,500	1,100	2,400
Total								
0-4	1,200	1,200	1,000	1,000	1,700	1,600	200	300
5-14	1,400	1,500	1,400	1,500	2,000	2,200	400	600
15-44	3,800	3,100	3,500	3,200	5,200	4,500	1,200	1,800
45-64	1,100	1,100	1,500	1,400	1,600	2,000	400	600
65 +	200	200	300	400	300	400	200	300
Total	7,700	7,100	7,700	7,500	10,800	10,700	2,400	3,600

Source: "Population of Census Tracts in the District of Columbia, by Age and Race: April 1, 1960 and July 1, 1965", Demographic Unit, D. C. Management Office, D. C. Government, 1968.

Notes:

There are several weaknesses to this table, both for 1960 and 1965 estimates of population.

91		94		Total LPA		Total D. C.	
1960	1965	1960	1965	1960	1965	1960	1965
400	200	60	40	60	330	21,800	19,900
400	100	200	100	910	360	32,100	21,500
1,700	700	500	300	3,530	1,910	141,500	123,600
1,200	700	700	400	2,530	1,570	101,600	91,100
700	600	400	300	1,360	1,250	48,700	50,900
4.400	2,300	1,900	1,100	8,900	5,400	345,600	307,100
800	1,000	500	600	5,200	5,500	61,100	68,600
1,300	2,100	900	1,300	7,000	9,100	83,500	110,100
2,400	3,100	1,900	1,900	16,800	16,700	183,700	198,500
800	1,100	700	1,100	5,600	6,800	74,400	87,900
200	300	200	200	1,140	1,380	20,400	23,000
5,500	7,600	4,200	5,100	35,700	39,500	423,100	488,200
1,200	1,300	600	600	5,900	6,000	82,800	88,500
1,700	2,200	1,100	1,400	8,000	9,400	115,600	131,600
4,100	3,800	2,400	2,200	20,200	18,600	325,200	323,200
1,900	1,800	1,400	1,500	7,900	8,400	176,000	179,100
900	800	600	500	2,500	2,600	69,100	74,000
9,800	9,900	6,100	6,200	44,500	45,000	768,700	795,300

5.4 Socio-Economic Characteristics of ISA

Population, 1960

Total Population	Census Tract 90	Census Tract 91	Total ISA 90&91	Percent Distribution ISA	Percent Distribution D. C.
Total	2,388	9,715	12,103	100.0%	100.0%
White	1,321	4,327	5,648	46.7	45.2
Negro	1,064	5,305	6,369	52.6	53.9
Other	3	83	86	.7	.9

School Enrollment				Percent Distribution of School Enrollment		Public Schools as a percentage of School type Enrollment	
				ISA	D. C.	ISA	D. C.
Kindergarten	13	261	274	11.1	8.0		
Public Kindergarten	4	231	235			85.7	91.6
Elementary (1-8)	371	1,251	1,622	65.9	69.5		
Public Elementary	311	1,105	1,416			87.2	85.8
High School (9-12)	175	391	566	23.0	22.5		
Public High School	156	317	473			83.5	79.7
Total Enrollment	559	1,903	2,462	100.0%	100.0%		
Public Enrollment	471	1,653	2,124			86.2%	84.8%

Years of School Completed					Percent Distribution ISA	Percent Distribution D. C.
Persons 25 and over		1,098	5,711	6,809	100.0%	100.0%
No school years completed		33	57	90	1.3	1.4
Elem.:	1-4 yrs.	77	192	269	4.0	5.8
	5-7 yrs.	182	662	844	12.4	14.0
	8 yrs.	161	712	873	12.8	11.7
H. S.:	1-3 yrs.	251	1,350	1,601	23.5	19.3
	4 yrs.	223	1,503	1,726	25.3	21.9
College:	1-3 yrs.	92	626	718	10.6	11.6
	4 yrs.	79	609	688	10.1	14.3

Family Income Distribution

Family Income, 1959	Census Tract 90	Census Tract 91	Total ISA 90&91	Percent Distribution ISA	Percent Distribution D. C.
All Families	444	2,306	2,750	100.0%	100.0%
$0-2,999	34	213	247	9.0	17.3
3,000-5,999	154	792	946	34.4	32.8
10,000-14,999	53	419	472	17.1	13.7
15,000 and over	17	92	109	4.0	8.0

Marital Status

Marital Status					
Total population, 14 and over	1,839	7,036	8,875	100.0%	100.0%
Single	770	1,597	2,367	26.7	28.8
Married	899	4,493	5,392	60.7	57.5
Separated [1]	46	365	411	(7.6)[1]	(10.7)[1]
Widowed	130	672	802	9.0	9.7
Divorced	40	274	314	3.6	4.0

Employment by Occupation

Male, employed					
Total males employed	519	2,496	3,015	100.0%	100.0%
Profnls. & Mgrs.	87	396	483	17.5	26.1
Clerical & Sales	90	578	668	24.3	21.8
Craftsmen, foremen, and operatives	185	863	1,048	38.0	27.4
Private household and service	65	277	342	12.4	14.9
Laborer's	40	175	215	7.8	9.8
Occupation not reported	52	207	259		

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[1] Included in those married.

Employment by Occupation, continued

Female, employed	Census Tract 90	Census Tract 91	Total ISA 90&91	Percent Distribution ISA	Percent Distribution D. C.
Total females employed	346	2,026	2,372	100.0%	100.0%
Profnls. & Mgrs.	30	332	362	16.7	18.9
Clerical & Sales	136	962	1,098	50.6	46.5
Craftsmen, foremen, and operatives	47	134	180	8.3	5.9
Private household and service	93	427	520	24.0	28.1
Laborer's	---	9	9	.4	.6
Occupation not reported	40	162	202		

Employment by Industry

Total,employed, by industry					
Total, employed	865	4,522	5,387	100.0%	100.0%
Construction	49	225	274	5.1	5.0
Manufacturing	98	482	580	10.8	6.2
Trans., Comm., & Utilities	47	321	368	6.8	5.5
Wholesale trade	20	109	129	2.4	1.6
Retail trade	165	667	832	15.4	12.4
Business, repair & misc. services	108	374	482	9.0	12.6
Public services	279	1,802	2,081	38.6	41.8
Other industries, inc. not reported	99	542	641	11.9	14.9

Source: 1960 Census of Population

5.5 Socio-economic Characteristics of LPA Population, 1960

	Census Tracts										
Total Population	88.1	88.2	89	90	91	94	Total LPA	Percent Distribution LPA	Percent Distribution D.C.		
Total	7,495	7,629	10,732	2,388	9,715	6,012	43,971	100.0%	100.0%		
white	570	560	101	1,321	4,327	1,869	8,748	19.9	45.2		
black	6,989	7,057	10,617	1,064	5,305	4,134	35,075	79.8	53.9		
other	27	12	14	3	83	9	148	.3	.9		
School Enrollment								Percent Distribution of School Enrollment LPA	Percent Distribution of School Enrollment D.C.	Public Schools As a % of School Type Enrollment LPA	Public Schools As a % of School Type Enrollment D.C.
Kindergarten	138	127	232	13	261	93	864	9.4	8.0		
Public Kindergarten	120	120	228	4	231	82	785			90.6	91.6
Elementary (1-8)	1,185	1,116	1,611	371	1,251	935	6,469	70.5	69.5		
Public Elementary	1,078	1,010	1,497	311	1,105	694	5,695			88.1	85.8
High School (9-12)	283	287	370	175	391	333	1,839	20.1	22.5		
Public High School	224	237	352	156	317	238	1,524			82.8	79.7
Total Enrollment	1,606	1,530	2,213	559	1,903	1,361	9,172	100.0%	100.0%		
Public Enrollment	1,422	1,367	2,077	471	1,653	1,014	8,004			87.2%	84.8%
Years of School Completed								Percent Distribution LPA	Percent Distribution D.C.		
Persons 25 and over	3,737	4,334	5,871	1,098	5,711	3,664	24,415	100.0%	100.0%		
No school yrs. comp.	56	56	66	33	57	12	280	1.2	1.4		

5.5 Socio-economic Characteristics of LPA Population, 1960 (cont'd)

Years of School Completed	88.1	88.2	89	90	91	94	Total LPA	Percent Distribution LPA	Percent Distribution D.C.
Elementary:									
1-4 yrs.	288	419	396	77	192	99	1,471	6.0	5.8
5-7 yrs.	773	906	979	182	662	335	3,837	15.7	14.0
8 yrs.	482	533	623	161	712	380	2,891	11.9	11.7
High School:									
1-3 yrs.	1,007	1,166	1,561	251	1,350	754	6.089	24.9	19.3
4 yrs.	792	879	1,606	223	1,530	829	5,832	23.9	21.9
College:									
1-3 yrs.	215	215	387	92	626	474	2,009	8.2	11.6
4 yrs.	124	160	253	79	609	781	2,006	8.2	14.3

Family Income Distribution

Family Income, 1959	88.1	88.2	89	90	91	94	Total LPA	Percent Distribution LPA	Percent Distribution D.C.
All families	1,917	1,853	2,982	444	2,306	1,545	11,047	100.0%	100.0%
$0-2,999	415	380	458	34	213	91	1,591	14.4	17.3
3,000-5,999	982	729	1,515	154	792	366	4,538	41.1	32.8
6,000-9,999	447	614	845	186	790	569	3,451	31.2	28.2
10,000-14,999	64	110	146	53	419	413	1,205	10.9	13.7
15,000 and over	9	20	18	17	92	106	262	2.4	8.0

Marital Status

Marital Status	88.1	88.2	89	90	91	94	Total LPA	Percent Distribution LPA	Percent Distribution D.C.
Total, 14 & over	5,116	5,428	7,337	1,839	7,036	4,387	31,143	100.0%	100.0%
Single	1,268	1,275	1,305	770	1,597	982	7,197	23.1	28.8
Married	3,445	3,578	5,325	899	4,493	2,889	20,629	66.2	57.5
Separated[1]	392	511	645	46	365	144	2,103	(10.2)[1]	(10.7)[1]
Widowed	282	407	450	130	672	380	2,321	7.5	9.7
Divorced	121	168	257	40	274	136	996	3.2	4.0

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1. Included in those married

5.5 Socio-economic Characteristics of LPA Population, 1960 (cont'd)

	Employment by Occupation							Percent Distribution	
Male, employed	88.1	88.2	89	90	91	94	Total LPA	LPA	D. C.
Total males employed	1,779	1,961	2,721	519	2,496	1,517	10,993	100.0%	100.0%
Professionals & Managers	133	85	165	87	396	424	1,290	12.6	26.1
Clerical & Sales	287	261	654	90	578	384	2,254	22.1	21.8
Craftsmen, foremen, & operatives	612	637	899	185	863	406	3,602	35.2	27.4
Private household & Service	314	365	506	65	277	185	1,712	16.8	14.9
Laborer's	312	426	315	40	175	96	1,364	13.3	9.8
Occupation not reported	121	187	182	52	207	22	771		
Female, employed									
Total females employed	1,323	1,517	2,324	346	2,026	1,305	8,841	100.0%	100.0%
Professionals & Managers	69	93	123	30	332	380	1,025	12.5	18.9
Clerical & Sales	309	327	790	136	962	607	3,131	38.1	46.5
Craftsmen, foremen, & operatives	170	203	230	47	134	75	859	10.4	5.9
Private household & service	653	747	1,018	93	427	204	3,142	38.2	28.1
Laborer's	19	26	4	-	9	8	66	.8	.6
Occupation not reported	105	121	159	40	162	31	618		

5.5 Socio-economic Characteristics of LPA Population 1960 (cont'd)

	Employment by Industry							Percent Distribution	
							Total		
Total, employed	88.1	88.2	89	90	91	94	LPA	LPA	D.C.
Total, employed	3,102	3,478	5,041	865	4,522	2,822	19,830	100.0%	100.0%
Construction	197	310	229	49	225	93	1,103	5.6	5.0
Manufacturing	208	182	383	98	482	273	1,626	88.2	6.2
Trans, Comm., & Utilities	274	323	349	47	321	170	1,484	7.5	5.5
Wholesale trade	80	68	48	20	109	70	395	2.0	1.6
Retail trade	492	491	783	165	667	263	2,861	14.4	12.4
Business, repair & misc. services	566	688	761	108	374	226	2,723	13.7	12.6
Public Services	1,003	996	2,072	279	1,802	1,572	7,724	38.9	41.8
Other industries, inc., not reported	282	420	416	99	542	155	1,914	9.7	14.9

Source: 1960 Census of Population

5.6 Public Assistance Cases in the District of Columbia, the Area Immediately Surrounding FLNT, and the Planning Area of FLNT, 1967-1969 (January 1)

Area and Year	Total	Old Age Assistance	Aid to the Blind	Aid to Families with Dependent Children	Aid to the Permanently and Totally Disabled	General Public Assistance
Immediate Surrounding Area[1] (Census tracts 90 & 91)						
1967	75	15	2	24	28	6
1968	109	25	2	44	33	5
1969	209	50	1	125	25	8
Planning Area (Census tracts 88.1, 88.2, 89, 90, 91, 94)						
1967	424	91	13	158	135	27
1968	512	105	18	200	157	32
1969	714	138	16	381	134	45
D. C. Total						
1967	11,966	2,234	201	4,871	3,646	1,014
1968	13,095	2,287	189	5,457	4,158	1,004
1969	14,745	2,400	183	6,671	4,366	1,125
Year-to-year Percentage Increase in Caseload[1]						
Immediate Surrounding Area[1]						
1967-1968	45%	67%	0%	83%	18%	-17%
1968-1969	92%	100%	-50%	184%	76%	60%
Planning Area						
1967-1968	21%	15%	38%	27%	16%	19%
1968-1969	39%	31%	-12%	91%	-15%	41%
D. C.						
1967-1968	9%	2%	- 6%	12%	14%	- 1%
1968-1969	13%	5%	- 8%	22%	5%	12%

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[1] In the absence of more detailed data, all of Census Tracts 90 and 91 are given as the "immediate surrounding area."

2. Percentage increases in caseload are year-to-year changes in cases as a percentage of the cases of of the previous year.

Source:

"Distribution of Public Assistance Cases by Census Tract Location," "January 1, 1967," "January 1, 1968," and "January 1, 1969," D.C. Department of Public Welfare.

Notes:

The conclusion which can be drawn from this table is that although welfare recipients are not a major component of the populations of the immediate surrounding area and larger planning area of FLNT, their number is rapidly growing. This growth may account for some of the frustration felt by long-time residents of the area.

6. SCHOOLS OF THE ENVIRONS OF FLNT

The public schools serving the area are:

Burroughs Elementary, 18th and Monroe Streets, N. E.
Crummel Elementary (and Annex), Gallaudet and Kendall Streets, N. E.
Langdon Elementary, 20th and Franklyn Streets, N. E.
Ruth K. Webb Elementary, Mt. Olivet Road and Holbrook Street, N. E.
Wheatley Elementary, Montello Avenue and Neal Street, N. E.
Woodridge Elementary, Carton and Central Avenues, N. E.
Young Elementary, 24th Street and Benning Road, N. E.

Browne Junior High, 24th and Benning Road, N. E.
Taft Junior High, 18th and Perry Streets, N. E.

McKinley Senior High, 2nd and T Streets, N. E.
Phelps Vocational High, 24th Street and Benning Road, N. E.

Langdon and Woodridge Elementary Schools are located in the immediate surrounding area. Taft Junior High and McKinley High are the secondary schools serving the immediate surrounding area.

All data in the following profile of the schools of the area is from the D. C. Public Schools. Care must be taken in comparisons between tables, for data on enrollment are collected at various times throughout the year.

6.1 Pupil Membership by Schools*, Race, and Sex
October 17, 1968

		K - 6			Sp. Ed. . K - 6			Total			Total
Elementary		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	School
Burroughs	w	1	1	2	-	-	-	1	1	2	
	b	446	439	885	-	-	-	446	439	885	887
Crummel	w	2	-	2	-	-	-	2	-	2	
	b	219	214	433	-	-	-	219	214	433	435
Langdon	w	-	-	-	-	-	-	-	-	-	
	b	469	438	907	-	-	-	469	438	907	907
R. T. Webb	w	-	-	-	-	-	-	-	-	-	
	b	455	473	928	-	-	-	455	473	928	928
Wheatley	w	2	2	2	-	-	-	2	2	4	
	b	501	481	982	14	-	14	515	481	996	1000
Woodridge	w	-	-	-	-	-	-	-	-	-	
	b	296	289	585	-	-	-	296	289	585	585
Young	w	-	-	-	-	-	-	-	-	-	
	b	763	730	1493	-	-	-	763	730	1493	1493
Total	w	5	3	8	-	-	-	5	3	8	
	b	3149	3064	6213	14	-	14	3163	3064	6227	6235

Jr. High		7 - 9			Sp. Ed. 7 - 9			Total			
Browne	w	-	-	-	-	-	-	-	-	-	
	b	477	507	984	10	12	22	487	519	1006	1006
Taft	w	1	2	3	-	-	-	1	2	3	
	b	633	617	1250	2	1	3	635	618	1253	1256
Total	w	1	2	3	-	-	-	1	2	3	
	b	1110	1124	2234	12	13	25	1122	1137	2259	2262

* Schools located in L. P. A. FLNT

		10 - 12			Sp. Ed. 10 - 12			Total			
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Sr. High											
McKinley	w	5	6	11	-	-	-	5	6	11	
	b	927	1076	2003	-	-	-	927	1076	2003	2014
Total	w	5	6	11	-	-	-	5	6	11	
	b	927	1076	2003	-	-	-	927	1076	2003	2014
Vocational											
Phelps	w	3	-	3	-	-	-	3	-	3	
	b	709	-	709	-	-	-	709	-	709	712
GRAND	w	14	11	25	-	-	-	14	11	25	
TOTAL	b	5895	5264	11159	26	13	39	5921	5277	11198	

6.2 Overcrowding in Schools in the Planning Area of FLNT, October 20, 1960, October 19, 1967, and October 17, 1968.

School	No. Overcrowded			% Overcrowded		
	1960	1967	1968	1960	1967	1968
All D. C. Elementary	7,346	26,924	23,977	10.0	39.5	34.2
Burroughs	-21	203	163	-2.3	28.0	22.5
Crummel	-20	52	31	-8.3	31.7	18.9
Crummel Annex	13	61	48	4.6	31.8	25.0
Langdon (1)	28	47	327	3.7	8.1	56.3
Ruth K. Webb	125	197	132	15.0	24.8	16.5
Wheatley	137	31	132	21.4	3.6	15.2
Woodridge (1)	88	147	125	19.1	32.0	27.1
Young	402	541	504	41.4	73.9	68.3
All D. C. Junior High	2,579	7,545	7,581	11.9	32.2	30.7
Browne	49	452	158	4.5	53.3	18.6
Taft	449	283	470	45.2	36.0	59.7
All D. C. Senior High	-4,505	5,202	4,530	-26.3	37.7	32.8
McKinley	-311	980	552	-17.4	67.0	37.7
All D. C. Vocational High			4,530			24.7
Phelps Vocational	16	154	113	.3	25.7	18.8

Source: 1960 and 1967, "Guide to Fort Lincoln," Table 3, Washington Center for Metropolitan Studies.

1968, "Capacity of Each Building, Pupil Membership, and Number of Teachers, October 17, 1968, by Schools and School Levels," Statistical Office, Department of Automated Information Systems, D. C. Public Schools, January 13, 1969.

(1) Schools located in the immediate surrounding area of FLNT.

Notes:

Building capacity is measured as a stated number of persons per classroom, and is subject to change as standards change. From 1960 to 1967 the standards for the D. C. schools were raised, resulting in a much larger stated over-capacity. Between 1967 and 1968, the standard was not changed, and thus changes in overcrowding are absolute.

Between 1967 and 1968, overall overcrowding in D. C. schools was slightly reduced, but in Langdon Elementary, Wheatley Elementary, and Taft Junior High it increased. Langdon and Taft both serve the area immediately surrounding FLNT.

Special Note: Special Tabulation of a Small Area Adjacent to Sub-Area D.

One possible way to relieve the overcrowding of the Woodridge Elementary School would be for the elementary school of Sub-Area D (the first to be developed) to enroll students from out of the FLNT boundaries. Sub-Area D's elementary school population is estimated to be 474 students, all from moderate income families. In the area bounded by Bladensburg Avenue, Rhode Island Avenue, the B&O Railroad tracks, and the District Line, plus the few houses east of Bladensburg Avenue on the FLNT tract, there were 113 homes with a population of 441 in 1960. Assuming a similar proportion of school age children and growth since 1960 so that of the encompassing Census Tract (Census Tract 90), an elementary school age population of 60-100 can be expected from this area. School capacity of the elementary school for Sub-Area D, then, could be planned to include this area.

See Table 5.1 for a special tabulation of 1960 Census data by City Block for this adjacent area to FLNT. It consists of City Blocks 1-7 of Census Tract 90.

Special Tabulation
City Blocks in Census Tract 90 bounded by Bladensburg Road, Rhode Island Avenue, B&O Railroad tracks, and Eastern Avenue

Census Tract and City Block		Population	Occupied Housing Units		
			Total	Owner Occupied	Renter Occupied
Census Tract 90		2,388	502	363	139
City Blocks	1	0	0	0	0
	2	0	0	0	0
	3	90	20	15	5
	4	112	28	15	13
	5	83	28	26	2
	6	95	20	8	12
	7	61	17	14	3
Total City Blocks		441	113	78	35

Notes:

This table contains the only data available on less than a Census Tract basis.

Source: 1960 Census of Housing by City Block, District of Columbia.

6.3 Pupil Membership by Grade, and those in Special Education in the Schools of the Planning Area of FLNT, March, 1969

				Grade					
Elementary	K	1	2	3	4	5	6	Sp. Ed.	Total
Burroughs	108	143	139	135	120	121	113	-	879
Crummel	51	73	82	58	52	54	38	-	408
Langdon (1)	70	151	166	157	102	132	127	-	905
Ruth K. Webb	104	151	145	157	135	102	104	-	898
Wheatley	95	136	187	128	117	154	151	15	983
Woodridge (1)	70	61	90	100	89	76	87	-	573
Young	171	202	273	183	139	134	141	-	1,243
Total	669	917	1082	918	754	773	761	15	5,889

		Grade			
Junior High	7	8	9	Sp. Ed.	Total
Browne	382	311	285	28	1,006
Taft (2)	478	434	320	22	1,254
Total	860	745	605	50	2,260

		Grade			
Senior High	10	11	12	Sp. Ed.	Total
McKinley (2)	568	632	705	-	1,905
Vocational					
Phelps	271	198	142	1	612

Source: Pupil Membership in Each Grade and in Special Education on March 6, 1969, by Schools; Department of Automated Information Systems, Statistical Office; D. C. Public Schools, March 24, 1969.

(1) Schools located in I. S. A. of FLNT
(2) Schools serving I. S. A. of FLNT

6.4 Pupil Enrollment, Pupil Dropouts, and Percent Dropouts, by Schools*, 1965-1968.

Secondary Schools	Enroll.	Drop-outs	%	Enroll.	Drop-outs	%	Enroll.	Drop-outs	%
Junior High									
Browne	1340	95	7.1	1297	77	5.9	1300	109	8.4
Taft	1246	40	3.2	1117	26	2.3	1069	30	2.8
High School									
McKinley	2081	86	4.1	2296	149	6.5	2442	149	6.1
Vocational High									
Phelps	717	239	33.3	725	307	42.3	753	476	63.2
Total LPA Secondary Schools	5384	460	8.5	5435	559	10.3	5564	764	13.7

Source: "Pupil Enrollments and Dropouts", Department of General Research, Budget, and Legislation; Office of the Statistical Analyst, D. C. Board of Education, August 26, 1968.

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* Schools serving the L.P.A. for FLNT

6.4.1 Pupil Enrollment, Pupil Dropouts, and Percent Dropouts in the Public Schools, by School Levels, 1965-1968.

	Elementary			Junior High			Senior High								
	No. Pupils	No. Dropouts	%	No. Pupils	No. Dropouts	%	No. Pupils	No. Dropouts	%	No. Pupils	No. Dropouts	%	No. Pupils	No. Dropouts	%
1965 - 1966	92,665	281	.3	29,180	1,476	5.1	18,694	2,304	12.3	2,858	709	24.8	143,379	4,770	3.3
1966 - 1967	94,250	275	.3	29,769	1,440	4.8	19,035	2,212	11.6	2,897	709	24.5	145,951	4,636	3.2
1967 - 1968	95,350	200	.2	31,256	1,318	4.2	19,211	2,247	11.7	2,899	901	31.1	148,719	4,666	3.1

Source: Pupil Enrollments and Dropouts, Department of General Research, Budget, and Legislation, Office of the Statistical Analyst, D. C. Board of Education, August 26, 1968.

Notes: The boundaries of Taft Junior High School and McKinley High School cover the immediate surrounding area of FLNT. Both schools are considered above average for D. C. schools. Each has a dropout rate of almost half of the D. C. average.

Care must be used in interpreting dropout rates. The methodology used by the D. C. Schools counts each pupil who withdraws from school as a dropout, and does not subtract from dropouts if he re-enters, even in the same year. Thus, there is an unspecified amount of double counting in these figures.

6.5 Reading and Mathematic Test Results for Schools in the Planning Area of FLNT, by Selected Grades, 1966-67 and 1967-68

Grade, Test, Year	Elementary Schools								
	Burroughs	Crummel	Langdon	Webb	Wheatley	Woodridge	Young	D.C. Norm	Nat'l Norm
			Median Grade Equivalent						
Second Grade									
Reading									
1966-67	2.8	2.2	3.1	2.6	2.2	2.5	2.6	2.4	2.8
1967-68	3.0	2.2	2.7	2.3	2.4	2.1	2.3	2.3	2.8
Arithmetic[1]									
1966-67	-	-	-	-	-	-	-	-	2.8
1967-68	2.7	2.7	3.0	2.7	2.3	2.4	2.4	2.5	2.8
			Median Percentile Band						
Fourth Grade									
Reading									
1966-67	56-67	34-48	56-67	34-48	25-46	43-50	50-61	43-50	46-56
1967-68	46-56	25-46	50-61	34-48	25-46	46-56	43-50	34-48	46-56
Mathematics									
1966-67	36-72	0-43	36-72	17-62	0-51	17-62	17-62	17-62	36-72
1967-68	17-62	0-43	17-62	0-51	0-51	0-51	0-51	0-51	36-72
Sixth Grade									
Reading									
1966-67	39-54	30-46	42-66	35-51	30-46	42-66	40-62	39-54	40-62
1967-68	42-66	30-46	40-62	30-46	35-51	35-51	39-54	35-51	40-62
Mathematics									
1966-67	28-48	25-42	28-48	22-36	18-31	28-48	36-63	25-42	36-63
1967-68	36-63	22-36	22-36	22-36	25-42	18-31	28-48	25-42	36-63

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[1] Arithmetic test optional in 1966-67. Hence, school medians are not available

	Jr. High School			
Grade, Test, Year	Browne	Taft	D. C. Norm	National Norm
	Median Percentile Band			
Ninth Grade				
Reading				
1966-67	26-43	29-51	29-51	43-61
1967-68	26-43	27-47	27-47	43-61
Mathematics				
1966-67	27-47	27-47	27-47	36-59
1967-68	23-42	30-53	23-42	36-59

	Sr. High School	D. C. Norm	National Norm
	McKinley		
Eleventh Grade			
Reading			
1966-67	40-58	36-54	40-58
1967-68	36-54	31-49	40-58
Mathematics			
1966-67	17-50	14-44	38-58
1967-68	14-44	14-44	38-58

	Vocational Schools	D. C. Norm	National Norm
	Phelps		
Eleventh Grade			
Reading			
1966-67	11-25	22-36	40-58
1967-68	11-25	16-31	40-58
Mathematics			
1966-67	9-34	5-14	38-58
1967-68	9-34	4-11	38-58

Source:

Special tabulation by James V. Shannon, Director, Department of Pupil Personnel Services, D. C. Public Schools, contained in letter to Mr. Kenneth Mostow. Source contains a listing of tests administered.

Note:

These tests are given in the latter part of each year to pupils enrolled in Grades 2, 4, 6, 9, and 11.

6.6 Immediate Surrounding Area. Distribution of 1968-69 Secondary School Pupils by Census Tract and Grade, March 1, 1968

Grade	Census Tract 90	Census Tract 91	Surrounding Area[1]	% Distribution of S. A. by Grade	% Distribution ISA by Secondary Schools
6	46	202	248	35.1	21.1
7	26	199	225	31.8	19.2
8	30	204	234	33.1	20.0
Jr. High Total	102	605	707	100.0%	60.3
9	15	155	170	36.5	14.5
10	17	123	140	30.0	11.9
11	13	143	156	33.5	13.3
Sr. High Total	45	421	466	100.0%	39.7
Secondary School Total	147	1,026	1,173		100.0%

Source:

"Distribution of 1968-1969 Secondary School Pupils by Census Tract - March 1, 1968," Statistical Office, Department of Automated Statistical Systems, D. C. Public Schools.

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1. The immediate surrounding area of FLNT is composed of most of Census Tract 90 and about half of Census Tract 91. In the absence of more detailed data, entire Census Tracts are reported herein.

Notes:

This data is taken from a D. C. Public Schools planning document for the school year 1968-69. Thus, the March 1, 1968, figures show what was then the sixth through eleventh grade, which became the 7th through 12th grade the following September.

Since this is the most detailed data on school enrollments available, it may be useful to educational planners considering possible coverage of FLNT schools beyond the new town boundaries.

6.7 Larger Planning Area. Distribution of 1968-1969 Secondary School Pupils by Census Tract and Grade, March 1, 1968

Grade	88.1	88.2	89	90	91	94	Planning Area^1	% Dist. by Grade	% Dist. for Secondary Schools
6	122	119	189	46	202	110	788	36.7	21.8
7	89	155	148	26	199	117	734	34.1	20.3
8	66	62	155	30	204	110	627	29.2	17.3
Jr. High Total	277	336	492	102	605	337	2,149	100.0%	59.4
9	97	158	130	15	155	86	641	43.7	17.7
10	44	55	85	17	123	87	411	28.0	11.4
11	39	65	77	13	143	78	415	28.3	11.5
Sr. High Total	180	278	292	45	421	251	1,467	100.0%	40.6
Secondary School Total	457	614	784	147	1,026	588	3,616		100.0%

CORRECTED
DRAFT

NATIONAL CAPITAL PLANNING COMMISSION
WASHINGTON, D.C. 20576

PART OF THE
COMPREHENSIVE PLAN FOR
THE NATIONAL CAPITAL

SCHOOLS

February 6, 1969

SCHOOLS

Background

Within the next two decades many new schools will be necessary to accommodate a growing school population, eliminate overcrowding, and replace obsolete buildings.

The number of children of school age (5 through 17) will increase by about 20 percent in this period, while the city's total household population also is increasing by about 20 percent.[1] In addition, the pre-kindergarten program for 4-year-olds which the Board of Education is now preparing to initiate must be scaled to the prospect that this age-group will increase by about one-fourth to approximately 20,000. Together these two prospects point to a rise in total public school enrollment from a current 150,000 to about 195,000.

By any standard many of the city's schools are overcrowded. By current Board of Education standards on classroom size[2] the great majority are overcrowded, many of them seriously. Total school enrollment as of the 1968-69 school-year exceeds design capacity by one-third, both at the elementary and the secondary levels. A considerable increase in school capacity will be needed solely to provide sufficient space for present levels of enrollment.

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[1] See Appendix, Table 1.

[2] Effective with the 1967-68 school year, improved "pupil-teacher ratios" have been adopted by the Board of Education for all types and levels of instruction. The most significant changes are the new standards for "regular" classrooms, now 24 for elementary schools (formerly 30) and 21 for junior and senior high schools (formerly 25). Corresponding revisions have been made for kindergarten and for the various forms of specialized instruction.

Furthermore, the District has many old school buildings that are no longer adequate and many other schools will become obsolete before long. Thirty percent of the school capacity now in use will be 60 years old or more by 1985.

These magnitudes of overcrowding, obsolescence and prospective growth in enrollment present the city with the need for a school building program by 1985 which in its total capacity would be essentially equivalent to that which is available in the entire system at the present time.

This need presents the city with a challenge of major proportions. At the same time, it offers significant opportunities. A building program of such size would enable the city to take great strides toward reshaping its school plant to meet the most advanced standards of design and to accommodate new educational techniques. The building program also can contribute to the improved design and appearance of many sections of the city.

Basic Plan Policies

1. Pronounced increases in total capacity at all levels, and thorough modernization throughout, should be the dominant building objectives for the public school system. The magnitude and overall timing of new construction and modernization should be keyed to correcting serious conditions of current overcrowding as much as to provide for anticipated increases in enrollment and the replacement of obsolete facilities.

2. Public schools should be designed not only to fulfill their principal educational role but also to assume a growing role as community recreation and service centers for all age-groups. All school playgrounds, especially the larger ones associated with junior and senior high school facilities, should be developed and supervised to serve as important facilities for outdoor recreation in their respective communities. Likewise, all schools should be equipped to serve community activities requiring indoor accommodations. Furthermore, certain school buildings should be designed to serve as local centers for other vital programs, including public health and welfare services.

Specific Plan Policies

1. Total pupil capacity should be increased by about 75 percent, from a current 110,000 under the Board of Education's new standards on classroom size to about 195,000 by 1985. Elementary school capacity should be increased by 80 percent, while a 65 percent increase by 1985 should be set for combined junior high and senior high capacity, as indicated in the following table:

Table 1. Existing and Programmed Public School System
City-Wide Summary[3]

	Existing (School Year 1968-1969)			Programmed (1985)	
	Number of Schools	Pupil Capacity	Total Enrollment	Number of Schools	Pupil Capacity
Elementary Schools	137	70,000	94,000	150	126,300
Junior High Schools	29	24,700	32,300	34	38,200
Senior High Schools					
Regular	11	13,900	18,300	15	28,400
Vocational	5	2,100	2,900	(4)	(5,500)
Total System	182	110,700	147,500	199	192,900

More than 40 percent of the increase in elementary school capacity will be needed to eliminate overcrowding, including the reduction of classroom sizes to the desired standards. One-third of the increase will be needed to introduce the pre-kindergarten program through the system.[4] The remaining one-fourth of the proposed increase will be needed to accommodate the growth in prospect for the group attending kindergarten and grades 1 through 6.

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[3] See Appendix, Table 2, for corresponding summaries by planning districts.

Likewise, about one-half of the increase programmed for junior high and senior high capacity will be necessary to eliminate current overcrowding. The remaining one-half of the increase is programmed to accommodate absolute increases expected for total enrollment.

2. Prospective increases in enrollment should be accommodated more through growth in the average size of schools than through increases in their number. The general locations and programmed capacities for recommended school facilities are shown on NCPC Map File No. 31.00/100-25472, "Public School System Plan: 1970/1985".

At the elementary school level the 80 percent increase in pupil capacity would be achieved while the number of schools increased only slightly from 137 to 150. (The 59 new schools would have an average capacity of about 950 pupils, or more than three times the average for the 47 schools scheduled for replacement.) The biggest change in the makeup of the elementary system would occur in the central part of the city, especially in NEAR NORTH and CAPITOL EAST, where 25 existing schools (some expanded) and 13 new schools would offer one-third again as much capacity in 1985 as is available today in 52 schools (half of which would be eliminated). There would be a significant change also in the elementary system serving ANACOSTIA, where half again the present number of schools would be providing nearly two and one-half times the current capacity. A considerable increase (nearly 65 percent) is proposed also for elementary school capacity in NORTH CENTRAL, although there would be no significant net change in the number of schools.

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[4] The addition of the pre-kindergarten program is the only change in the grade structure of the school system provided for by the capacity totals programmed for achievement by 1985. Hence, while elementary school now includes two levels of kindergarten as well as grades 1 through 6, junior high school and senior high school still refer to grades 7 through 9 and 10 through 12 respectively.

Average school size at the junior high school level also is programmed to increase. The average for the nine new junior high schools proposed, six of them in ANACOSTIA, would be about 1,400, or well above the 800-pupil average for the four schools designated for replacement by 1985. Furthermore, significant additions are programmed for many of the existing schools scheduled for retention at least through the next two decades.

At the senior high school level, the objective is a 15-school system by 1985 having a total capacity 80 percent greater than that afforded by the 16 schools which currently make up the system. Again, the programmed increase would be achieved largely through the construction of much larger schools than those which would be phased out by 1985; most of the latter are undersized facilities currently in use as separate vocational schools.[5] Almost all of the net increase in

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[5] A major change in approach should be programmed for vocational education at the senior high school level. Related plan proposals respond only partially, however, to the options available.

At the present time, vocational education at this level is essentially the function of five small special vocational high schools whose combined capacity (about 2,000 students) is insufficient to meet even today's demand. In the years to come, the need for vocational education is expected to increase at least as rapidly as the rate of growth in prospect for total senior high school enrollment. It is expected that at least one-fifth of senior high school enrollment will senior high school enrollment would occur in ANACOSTIA, where capacity would grow from a current 2,000 to about 11,000 by 1985.

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continue to choose the vocational program and that the number will increase from a current 3,000 to about 5,500 by 1985. In the face of this prospect, either of two essentially different alternatives might be entertained.

The first would take the form of a single consolidated vocational high school large enough to serve all students preferring this type of special training. Such a consolidated school could have an enrollment of more than 6,000 students by 1985. A facility so large, equipped to satisfy a full range of vocational program needs, would have a strong potential as a postgraduate and evening training center as well. A limited number of vocational courses would still be offered in all high schools, especially courses with a broad appeal, not requiring substantial investments in equipment. Furthermore, basic college preparatory courses would be offered at the consolidated vocational schools, as well as vocational training, for those for whom high school would not necessarily be terminal education. Nonetheless, most vocational training would be available primarily at the consolidate center and most of the students enrolled at this center would be attracted more by the opportunity to obtain vocational training than by the thought of preparing for higher learning.

The alternative approach would program vocational education as a function of the comprehensive high school, which would offer shop training as well as academic courses. This approach has been advocated in recent years by James B. Conant and other educational authorities. The central argument for the "comprehensive" approach at the high school level is that a full range of options continues to be left open to all students. As expressed by Dr. Bernard Donovan, former Superintendent of Schools of the City of New York:

> "The comprehensive high school will offer a flexibility of choice to pupils not now offered under separate academic and vocational high schools. The inclusion of academic, commercial and vocational work under one roof will enable pupils to give major attention to their specialized interest without forcing them into an almost irrevocable career commitment at too early an age. Furthermore, vocational work can assume its important and dignified role more readily in the comprehensive school."

As applied to Washington's school system, this principle could mean that a majority of the 15 senior high schools in existence in 1985,

3. Playspace and recreational facilities should be provided as part of each public school at a uniformly high standard throughout the city. Recreation areas should have ample land and the facilities (both indoor and outdoor) should be designed and operated so that they can serve the community at large as well as the pupils themselves.

Each elementary school should have between two and four acres of playspace; a 1,200-pupil junior high school should have about seven acres; and an 1,800-pupil senior high school should have about 12 acres. There will necessarily be some exceptions. In some situations (within the Central Area, for example, where land costs are highest), special measures may have to be employed even to approach these standards. Furthermore, where a school is associated with an adjacent park or recreation center, some economies in the allocation of land for school playspace can be achieved through the unified design of facilities. In the majority of cases, however, the standards indicated should apply.

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including the six new senior high schools proposed for construction by then, should function as comprehensive senior high schools. Some vocational specialization would be built into the system. Hence, one of the schools could be specially equipped for instruction in printing or data processing techniques. As a general rule, however, a balanced offering would be the objective to insure a range of choice for students in all sections of the city.

The proposals for the senior high school system, as they refer to vocational education, represent something of a compromise between these two approaches. Hence, nearly all of the capacity needed for vocational programs could be provided if about one-half of the combined capacity of the five new high schools programmed for ANACOSTIA and NORTHEAST is designed to accommodate these special programs. All five could be consolidated high schools or one in each area could be predominantly vocational. However, convenience to the students would tend to argue against placing all vocational programs in one facility; while 40 percent would be living in ANACOSTIA, another 40 percent will be living in sections of the city north of New York Avenue.

The total acreage in school-associated playspace should be doubled during the next two decades, from 450 acres at present to about 950 acres in 1985.

4. Generally, schools should be located central to the areas which they serve.

Convenience of location is of special concern for elementary school students, few of whom should have to travel more than walking distance between home and school. However, central locations should be set for schools at all levels in order that their potential as community recreation and service centers can be maximized.

5. Wherever possible, new schools, with their playspace and recreational facilities, should be developed as unified campuses.

The grouping of schools in this manner would afford economies in the use of land, would permit a richer academic offering to all of the students concerned, and would strengthen the role of the schools as community centers offering diverse programs and facilities. This approach should figure prominently in decisions on future school locations within the District and on the over-all structure of the school system.

Many of the new schools, particularly the elementary schools, will have to be built as separate facilities in order to be convenient to the areas served. However, there will be many opportunities for the unified development of two or more schools grouped togehter, especially senior and junior high schools, senior high and elementary schools, or junior high and elementary schools.

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The campus approach assigns a prominent role to the secondary school as an element in the overall structure of the city. Accordingly, nearly one-half of all the junior high schools and all but four of the senior high schools programmed for 1985 would be part of one or another of the 19 campus developments proposed. At the same time, the campus concept attaches great importance to school playspace as a resource within the community, particularly that which is required by junior and senior high schools. Between 10 and 20 acres of land for active recreation should be provided at most of the proposed centers. Nearly one-third of all school playspace would be available to the community at these 19 centers.

Seven of these centers[6] exist today, although most are still in an incomplete state of development. These seven should be completed as unified campus-type centers and an additional 12 should be created. Seven of the new campus centers are proposed for ANACOSTIA: at least one in association with Watts Branch Park (with the new Woodson Senior High School as its focus); one in the Deanewood Area (with Roper Junior High School as its focus); one in Marshall Heights (new elementary and junior high schools); one in the central section of ANACOSTIA (serving Anacostia Senior High School and Kramer Junior High School; one in the Barry Farms Area (with Douglass Junior High School as its focus); one in the vicinity of Oxon Run (new elementary and junior high schools); and one to serve the new Anacostia-Bolling community (all levels). Another is proposed for NORTHEAST as the major school center to serve the new Fort Lincoln community. Three in-town campus centers are proposed for NEAR NORTH: one as a setting for a rebuilt Dunbar Senior High School; a second for existing Terrell Junior High School and expanded Walker-Jones Elementary School and the new Seaton Elementary School. Finally, a new in-town center is proposed for CAPITOL EAST as a unified setting for existing Watkins and expanded Buchanan Elementary Schools.

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[6] Eastern-Eliot; Spingarn-Browne-Young; Hart-Simon; McKinley-Langley; Roosevelt-MacFarland; Coolidge-Whittier; Wilson-Deal.

Program Objectives

1. A very sizable school construction program will be required to achieve the 75 percent growth in total pupil-capacity set as a target for achievement by 1985, while completing the proposed heavy schedule of replacements. The program should include the construction of 59 new elementary schools and additions to about 40 (or nearly one-half) of the elementary schools to be retained for at least another two decades; nine new junior high schools and additions to 10 existing junior high schools; and six new senior high schools and additions to five existing senior high schools.[7]

An investment of about $240 million would be required for buildings and equipment (in addition to approximately $100 million already appropriated for projects underway) and an additional $60 million for site acquisition and improvements, as indicated in the following table:

Table 2. Sixteen-Year School Program Development Costs

	Total Investment through 1985 (in millions)
All Development Costs	$300
Land Acquisition and Site Improvements	$ 60
School-building site acquisition	6
School-associated playspace acquisition	40
Site improvements	14
School Construction	240
Elementary (at $3,000 per pupil)	140
Junior High (at $4,000 per pupil)	50
Senior High (at $4,000 per pupil)	50

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[7] See Appendix, Table 3.

Total pupil-capacity produced by the proposed school construction program (including that for which money has already been allocated) would be approximately equal to that in the current school system; somewhat more than one-half of the school capacity planned to be in service in 1985 will have been constructed between now and then.

Nearly 80 percent of the pupil-capacity scheduled for construction by 1985 would be designed to accommodate anticipated increases in enrollment and to relieve current overcrowding, while only 20 percent would be built as replacements to facilities to be phased out during this period of time. Of the total building-program investment required, twice as much will be needed for new elementary school construction as for new junior high and senior high facilities. The development programs for elementary, junior high, and senior high schools are summarized on Charts 1, 2, and 3.

2. Including funds already appropriated, nearly 90 percent of the 16-year program should be scheduled for the first six years. New elementary schools should be completed at the rate of about eight each year during this initial period and about one each year during the remaining decade; new junior high schools at the rate of about one each year during the first six years; and new senior high schools at the rate of about one every two years.

The need for this dramatic acceleration in the program is generated by the current critical overcrowding, especially at the elementary school level (where design capacity is currently about 25 schools short of actual enrollment), and by the prospective increase in school-age population during the next decade. Also, the schedule for

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[8] The development programs for elementary, junior high, and senior high schools are summarized in Appendix, Charts 1, 2, and 3.

replacement of old school buildings already has been largely determined (for example, the replacement of Shaw Junior High School).

So urgent is the need for a school construction program for Washington of this magnitude by the mid 1970's that an immediate search into new and extraordinary methods of financing should be made. Some form of special Federal assistance may be necessary. Whatever the methods of financing, however, the highest priority should be attached to investments in school construction in the District well into the next decade.

3. Every effort should be made to minimize the number of dwelling units displaced to make way for new schools, while established standards on size of site, design and layout of facilities, and related considerations are met. Advantage should be taken of every opportunity to hold down displacement costs, which probably will rise as time goes by, through the advanced acquisition of school sites.

As proposed, the school construction program would require the displacement of approximately 500 families (about 400 during the first six years). Another 1,900 would be displaced in the course of providing for the 500-acre increase in school playspace.

4. In order to minimize site acquisition costs for the school construction program, full utilization should be made of sites now occupied by outmoded schools or other public facilities to be phased out during the next two decades.

In some cases such sites lend themselves directly to reuse for school purposes. More frequently, however, "land bank" techniques may have to be applied to convert scattered holdings into sites which are large enough and suitably located for school development purposes.

Table 2. District of Columbia Public School System, Existing (School Year 1968-69) and Programmed (by 1985): Summary by Planning District

		Total Capacity	Elementary Schools		Junior High School		Senior High School	
			Number	Capacity	Number	Capacity	Number	Capacity
D. C. Totals:	Existing	110,700	137	70,000	29	24,700	11 5 (V)	13,900 2,100
	Programmed	192,900	150	126,300	34	38,200	15 (4)(V)	28,400 (5,500)
NEAR NORTH & CEA:	Existing	11,600	18	7,300	4	2,900	1 1 (V)	1,000 400
	Programmed	14,200	12	9,900	3	2,500	1	1,800
CAPITOL EAST/SW:	Existing	25,900	34	16,000	7	5,800	2 2 (V)	3,200 900
	Programmed	29,200	26	20,800	5	4,800	2 (1)(V)	3,600 (500)
ANACOSTIA:	Existing	31,900	36	22,700	8	7,200	2	2,000
	Programmed	81,000	57	53,700	14	16,200	5 (2)(V)	11,100 (2,500)
NORTHEAST:	Existing	10,100	11	6,400	3	2,200	1	1,500
	Programmed	25,700	18	14,800	4	5,100	3 (1)(V)	5,800 (2,500)
NORTH CENTRAL:	Existing	23,200	25	13,600	5	4,900	3 2 (V)	3,900 800
	Programmed	32,200	26	22,100	6	6,500	2	3,600
NORTHWEST:	Existing	8,000	13	4,000	2	1,700	2	2,300
	Programmed	10,600	11	5,000	2	3,100	2	2,500

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Table 1. Key School Program Demographics

	1967					1985				
	Total Population (000's)	School Age Population				Total Population (000's)	School Age Population			
		4	5-11	12-14	15-17		4	5-11	12-14	15-17
D.C. Totals	817	16.5	99.9	35.0	29.7	963	20.8	118.8	45.0	39.1
NEAR NORTH & CEA	106	1.8	10.1	2.7	2.5	127	2.1	9.9	2.8	2.7
CEA	30	0.3	1.9	0.5	0.5	35	0.3	1.2	0.5	0.5
NN I	51	1.2	6.8	1.8	1.6	55	1.4	7.1	1.7	1.7
NN II	25	0.3	1.4	0.4	0.4	37	0.4	1.6	0.6	0.5
CAPITOL EAST/SOUTHWEST	140	3.4	19.9	6.3	5.3	142	3.3	18.6	5.5	5.0
SW & CE I	57	1.4	8.0	2.6	2.2	71	1.6	9.2	2.5	2.5
CE II & III	83	2.0	11.9	3.7	3.1	71	1.7	9.4	3.0	2.5
ANACOSTIA	221	6.0	36.6	12.1	8.9	285	8.8	49.2	19.0	15.2
I	90	2.9	16.2	5.9	4.1	106	3.7	20.6	8.5	6.8
II	64	1.4	9.8	3.2	2.1	78	2.0	11.6	4.3	3.4
III	67	1.7	10.6	3.0	2.7	72	2.1	11.2	4.1	3.3
IV	-	-	-	-	-	29	1.0	5.8	2.1	1.7
NORTHEAST	65	1.3	8.4	3.5	3.0	90	2.2	13.1	5.6	4.8
I	15	0.3	1.9	0.7	0.7	19	0.5	2.5	1.1	1.1
II	29	0.6	3.8	1.7	1.4	48	1.2	7.6	3.3	2.8
III	22	0.4	2.7	1.1	0.9	23	0.5	3.0	1.2	0.9
NORTH CENTRAL	188	3.1	18.2	6.8	6.3	207	3.4	20.3	7.7	7.1
I	66	1.3	6.9	2.4	2.0	67	1.2	6.7	2.3	2.0
II	34	0.3	2.0	0.7	1.0	36	0.4	2.2	0.7	0.8
III	54	1.0	6.0	2.2	2.2	59	1.1	6.8	2.6	2.2
IV	34	0.5	3.3	1.5	1.1	45	0.7	4.6	2.1	2.1
NORTHWEST	97	0.9	6.7	3.6	3.7	112	1.0	7.7	4.4	4.3
I & II	36	0.3	2.3	1.2	1.3	39	0.4	2.6	1.4	1.5
III & IV	61	0.6	4.4	2.4	2.4	73	0.6	4.9	3.0	2.8

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Table 1. Key School Program Demographics (cont'd)

	1967					1985				
	Total Population	School-Age Population				Total Population	School-Age Population			
		4	5-11	12-14	15-17		4	5-11	12-14	15-17
D. C. Percents	100	2.0	12.2	4.3	3.7	100	2.2	12.3	4.6	4.0
CENTRAL EMPLOYMENT AREA	100	1.3	6.3	1.7	1.4	100	1.0	3.4	1.4	1.3
NEAR NORTH	100	2.0	11.0	2.8	2.5	100	2.0	9.5	2.5	2.4
CAPITOL EAST/SOUTHWEST	100	2.4	14.3	4.6	3.8	100	2.3	13.1	4.0	3.5
ANACOSTIA	100	2.7	16.6	5.4	4.0	100	3.1	17.2	7.0	5.4
NORTHEAST	100	2.2	12.8	5.4	4.6	100	2.5	14.5	6.0	5.0
NORTH CENTRAL	100	1.6	10.0	3.6	3.3	100	1.7	10.0	3.7	3.4
NORTHWEST	100	1.0	7.0	3.7	3.8	100	0.9	6.9	4.0	3.9

Table 1. Key School Program Demographics (cont'd)

		Actual: 1967					Programmed: 1985				
		All School-Age Groups	4	5-11	12-14	15-17	All School-Age Groups	4	5-11	12-14	15-17
In Thousands:	Age-Group Totals	181	16	100	35	30	224	21	119	45	39
	Total Attending*	149	-	95	31	23	193	16	110	38	29
Percent Attending*:	City-Wide		-	95	88	75		80	92	84	73
	NN & CEA		-	86	(118)	(100)		80	93	85	75
	CE/SW		-	106	100	(106)		80	97	90	75
	ANACOSTIA		-	94	80	(35)		80	95	85	75
	NORTHEAST		-	95	90	80		80	95	90	75
	NORTH CENTRAL		-	100	97	92		80	95	85	75
	NORTHWEST		-	70	(58)	(84)		60	70	75	65

* In Elementary, Junior and Senior High Schools, respectively.

	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
Elementary System					
CEA:	1,370	1,130			--
Grant*	290	130	'82	Elim.*	--
Stevens*	360	300	'68'90	Elim.*	--
Sumner*	270	200	'71	Elim.*	--
Thomson*	450	500	'10	Elim.*	--
NN I:	5,960	6,690			9,900
Slater*	190	200	'90	Elim.*	--
Langston*	220	220	'02	Elim.*	--
NEW*	--	--			900*
J F Cook	460	540	'26	Retain	450
Perry*	320	300	'90	Elim.*	--
Simmons*	620	570	'96	Elim.*	--
NEW*	--	--			1,000*
Walker-Jones*	630	660	'50	Add 370 net*	1,000
NEW*	--	--			1,000*
Bundy*	430	300	'36'38	Add 170 net*	600
Montgomery*	410	610	'49	Add 490 net*	900
Cleveland*	430	540	'12'38	Elim.*	--
Grimke*	560	610	'87'22'34	Add 640 net*	1,200
Morse*	190	200	'83	Elim.*	--
Seaton*	290	210	'71	Elim.*	--
NEW Seaton*	--	--	(UC)		900*
Garrison	820	1,080	'64	Retain	800
Harrison*	390	650	'90	Elim.*	--
NEW Harrison*	--	--			950*
Ross*	--	--		Restore	200*
Junior High System (NN)	2,920	3,660			2,500
Francis	620	620	'27'29'53	Retain	600
Garnet-Patterson*	570	680	'28	Elim.*	--
Terrell	750	990	'52	Retain	750
Shaw*	980	1,370	'02'04'12	Elim.*	--
NEW Shaw*	--	--			1,200*
Senior High System (NN)					
Regular:					
Dunbar*	970	1,260	'16	Elim.*	--
NEW Dunbar*	--	--			1,800*
Vocational:					
Washington*	450	680		Elim.*	--

* Recommended first-stage item.

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Table 3. Key D C Public School System Program Data, [illegible]

CAPITOL EAST/SOUTHWEST

	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
mentary System	16,040	20,690			20,800
SW:	1,170	1,200			1,450
Amidon*	570	600	'60	Add 180 net*	750
Bowen*	500	600	'31	Add 200 net*	700
CE Ib:	1,400	1,610			
Syphax*	600	760	'01'42'54	Elim.*	--
NEW Syphax*	--	--			800*
NEW	--	--			950
Van Ness*	640	750	'56	Add 360 net*	1,000
Lenox Annex*	160	100	'08	Elim.*	--
CE Ia:	4,010				5,800
Brent*	190	240	'83	Elim.*	--
NEW*	--	--	(UC)		500*
Giddings*	490	510	'87	Elim.*	--
Lenox*	380	410	'89'60	Add 420 net*	800
Tyler	810	1,070	'49'66	Retain	800
Bryan	590	880	'09'29'58	Retain	600
Payne*	460	770	'96'53	Add 390 net* (UC)	850
Buchanan*	450	670	'95'22'30	Add 250 net*	700
Watkins	640	1,010	'62'66	Retain	700
NEW*	--	--			850*
CE II:	6,690	8,460			7,100
Peabody*	320	320	'79	Elim.*	--
Edmonds*	220	210	'03	Elim.*	--
Lovejoy*	540	560	'01'24	Elim.*	--
Logan	470	790	'35'48	Elim.	--
Ludlow*	190	200	'04	Elim.*	--
Taylor*	160	220	'91	Elim.*	--
Goding	700	930	'59	Retain	700
Madison*	190	280	'89	Elim.*	--
J O Wilson*	660	950	'60	Add 490 net*	1,150
Hayes*	190	230	'97	Elim.*	--
Blair*	160	170	'84	Elim.*	--
NEW*	--	--	(UC)		750*
NEW*	--	--			800*
Blow*	220	240	'06	Elim.*	--
Miner	750	980	'00'60	Retain	750
Maury*	370	480	'86'60	Add 230 net*	600
Kingsman*	560	710	'22'39'59	Add 190 net*	750
Pierce	190	210	'94	Elim.*	--
Gibbs	800	980	'65	Retain	800
NEW*		--	(UC)		800*
CE III:	2,770				3,700
Webb*	800	930	'59	Add 150 net*(UC)	950
Wheatley	870	1,000	'03'66	Retain	900
Young*	740	1,490	'31'37'49'58	Add 260 net*	1,000
Crummell*	360	440	'12'33'48	Elim.*	--
NEW*	---	--			850*

* Recommended first-stage item.

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Table 3. Key D C Public School System Program Data, By Facility

CAPITOL EAST/SOUTHWEST (Cont'd)

		Capacity	Total Attending (SY 68)	Construction	Disposition	Programmed Capacity (1985)
ior High System		5,800	7,270			4,800
SW:	Jefferson*	480	580	'40'47'52	Add 220 net*	700
	Randall	930	1,250	'07'40	Elim.	--
CE:	Hine	660	870	'65	Retain	700
	Stuart	650	800	'27'31	Elim.	--
	Eliot	980	1,460	'30'36'62	Retain	1,000
	Browne*	850	1,010	'32'36	Add 350 net* (UC)	1,200
	Hamilton	1,180	1,300	'66	Retain	1,200
Senior High System (CE)		4,070	5,220			3,600
Incl. Vocational:						
	Eastern	1,860	2,430	'23	Retain	1,850
	Spingarn	1,310	1,510	'52	Add Phelps	1,750
	Phelps*	450	710	'34	Combine with Spingarn	--
	Chamberlain*	450	570	'39	Elim.*	--

* Recommended first-stage item.

Table 3. Key D. C. Public School System Program Data, By Facility

ANACOSTIA	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
entary System:	22,700	35,010			53,730
ANACOSTIA I:	11,870	16,120			22,250
NEW* (49th & E, SE)	--	--			850*
Davis	1,030	1,580	'43'46'53	Retain	1,050
Nalle*	590	890	'50	Add 310 net*(UC)	900
Shadd*	640	800	'55	Add 260 net*(UC)	900
Plummer*	850	1,140	'59	Retain	850
Harris*	750	1,220	'64	Retain	750
NEW*	--	--			1,100
Richardson	730	1,020	'48'53	Retain	750
NEW* (61st & Blaine, NE)	--	--			1,000*
Drew	830	930	'59	Retain	850
Burrville*	460	570	'12'22'30	Add 290 net*(UC)	750
Merritt*	530	520	'44	Elim.*	--
NEW* Merritt (50th & Hayes, NE)	--	--	(UC)		850*
NEW*	--	--			1,000*
Smothers	450	660	'23'28	Add 450 net	900
Carver*	150	310	'09'21'23	Elim.*	--
NEW Carver*	--	--			1,050*
Kenilworth*	740	930	'33'59	Add 260 net*	1,000
NEW*(42nd & Anacostia Av)	--	--			800*
Aiton	760	1,100	'60	Retain	800
Houston	740	910	'61	Retain	800
NEW* (44th & Foote, NE)	--	--	(UC)		850*
Kimball	850	1,350	'42'49	Retain	850
Benning*	370	520	'83'43	Elim.*	--
NEW Benning*	--	--			900*
River Terrace*	500	530	'52	Add 300 net*	800
Thomas*	900	1,140	'46'67	Add 150 net*	1,050
NEW* (Weatherless)	--	--	(UC)		850*
ANACOSTIA II:	5,280	8,880			12,680
Birney*	690	1,070	'50	Add 360 net*(UC)	1,050
Moten*	700	1,220	'55	Add 600 net*(UC)	1,300
NEW* (Barry Farms)	--	--			900*
Garfield Annex*	380	330	'01'14	Elim.*	--
Savoy	780	1,090	'66	Retain	780
Ketcham*	370	1,000	'09'40	Add 430 net*	800
NEW* (Ft. Stanton)	--	--			900*
NEW* (17th & W, SE)	--	--			1,250*
Orr*	220	360	'00'32	Elim.*	--
NEW Orr*	--	--	(UC)		850*
Randle Highlands*	180	480	'12	Add 320 net*(UC)	500
Garfield	600	1,100	'10'57	Add 400 net	1,000
Stanton	820	1,290	'44'50	Add 280 net	1,100
Beers*	540	940	'42'49	Add 360 net*(UC)	900
NEW* (32nd & Bangor, SE)	--	--			1,350*

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*Recommended first-stage item.

Table 3. Key D. C. Public School System Program Data, By Facility

NACOSTIA (cont'd)

	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
ntary System (cont'd)					
COSTIA III:	5,550	10,010			12,500
McGogney	800	1,430	'65	Retain	800
Patterson	810	1,400	'45'49'56	Retain	800
NEW* (Nichols & Chesapeake, SW)	--	--	(UC)		900*
Simon*	730	1,120	'50	Add 270 net*	1,000
Congress Heights*	380	960	'98'14'31	Elim.*	--
NEW Congress Heights*	--	--	(UC)		900*
NEW* (Wheeler & Savannah, SE)	--	--			1,000*
Turner*	510	980	'46	Add 390 net*(UC)	900
Green	820	1,340	'63	Retain	850
NEW* (Camp Simms)	--	--			1,350*
Draper	700	1,440	'53'55	Retain	700
Hendley	800	1,340	'59	Retain	800
NEW* (Oxon Run)	--	--			1,250*
NEW*	--	--			1,250*
ANACOSTIA IV:					6,300
NEW*	--	--			1,100*
NEW*	--	--			1,100*
NEW*	--	--			1,100*
NEW	--	--			1,000
NEW	--	--			1,000
NEW	--	--			1,000
Junior High System:	7,210	10,090			16,200
ANACOSTIA I:	4,510	5,930			7,200
NEW* (49th & E, SE)	--	--			1,350*
Miller	880	1,230	'49	Retain	900
Evans	710	940	'64	Retain	700
Roper	1,190	1,440	'65	Retain	1,200
Sousa	840	1,190	'50	Retain	850
Woodson	890	1,130	'56	Retain	900
NEW	--	--			1,300
ANACOSTIA II:	1,520	2,430			3,600
Douglass*	760	1,280	'52	Add 440 net*	1,200
Kramer	760	1,150	'43	Add 440 net	1,200
NEW*	--				1,200*

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*Recommended first-stage item.

Table 3. Key D. C. Public School System Program Data, By Facility

NACOSTIA (cont'd)

	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
Junior High System (cont'd)					
ANACOSTIA III:	1,180	1,730			3,600
Hart	1,180	1,730	'56	Retain	1,200
NEW* (Johnson)		---	(UC)		1,200*
NEW* (oxon Run)	--	--			1,200*
ANACOSTIA IV:					
NEW*	--	--			1,800*
Senior High System:	2,030	2,940			11,100
Regular:					
Anacostia*	1,090	1,530	'35'49'58	Add 510 net*	1,600
Ballou*	940	1,410	'59	Add 1,060 net*(UC)	2,000
NEW* (A I)(Woodson)	--	--	(UC)		2,500*
Incl. Vocational:					
NEW* (A I)	--	--			3,500*
NEW* (A IV)	--	--			1,500*

*Recommended first-stage item.

Table 3. Key D. C. Public School System Program Data, by Facility

D. NORTHEAST:

	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
Elementary System	6,430	8,580			14,800
NE I:	1,040	1,290			2,800
Eckington*	190	220	'98	Elim.*	--
Emery	850	1,070	'67	Retain	850
NEW* (Shaed)	--	--	(UC)		900*
NEW*	--	--			1,050*
NE II:	4,080	5,430			8,700
Brookland*	270	350	'91	Elim.*	--
Noyes	560	630	'31'40'60	Retain	600
Slowe	610	940	'48	Retain	600
Burroughs	720	890	'21'27'60	Retain	700
Bunker Hill	880	1,120	'40'43'48	Retain	900
Langdon*	580	910	'30	Add 420 net*	1,000
Woodridge	460	590	'27'32	Retain	450
NEW*	--	--			750*
NEW* (Ft. Lincoln)	--	--			1,000*
NEW* (Ft. Lincoln)	--	--			900*
NEW* (Ft. Lincoln)	--	--			900*
NEW* (Ft. Lincoln)	--	--			900*
NE III:	1,310	1,860			3,300
LaSalle	790	1,020	'57	Retain	800
Keene	520	840	'34'53	Retain	500
NEW* Brookland	--	--	(UC)		1,100*
NEW*	--	--			900*
Junior High System	2,240	3,150			5,100
Langley*	720	920	'23'28	Add 290 net*	1,000
Taft*	790	1,260	'33'49'58	Add 410 net*	1,200
NEW* (Ft. Lincoln)	--	--			1,800*
Backus*	730	970	'63	Add 370 net*	1,100
Senior High System					
Regular:					
McKinley	1,460	2,010		Retain	1,500
Incl. Vocational:					
NEW* (Ft. Lincoln)	--	--			1,800*
NEW*	--	--			2,500*

* Recommended first-stage item.

Table 3. Key D C Public School System Program Data, By Facility

E. NORTH CENTRAL

	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
Elementary System	13,640	17,770			22,100
NC I:	4,750	5,870			7,400
N					
Gage*	290	330	'02	Elim*	--
NEW Gage*	--	--			850*
Lewis	540	610	'63	Add 460 net	1,000
Mott	570	700	'09'22	Elim.	--
Raymond	810	930	'24'30	Retain	850
NEW* (Tubman)	--	--	(UC)		800*
Bruce*	380	500	'98'27	Elim.*	--
Monroe*	380	670	'89'39	Elim.*	--
NEW* (Columbia Rd. & Georgia Avenue)	--	--	(UC)		1,200*
Park View	800	900	'16'30	Retain	800
Meyer	780	1,150	'62	Retain	800
NEW*	--	--			1,500*
NC II:	2,260	3,280			3,100
Bancroft	590	940	'24'33	Retain	600
Cooke	650	1,000	'09'22	Retain	700
Adams	490	680	'30	Retain	500
Morgan*	360	480	'01	Elim.*	--
Wilson*	170	180	'91	Elim.*	--
NEW Morgan*	--	--			1,300*
NC III:	5,090	6,260			6,800
Rudolph	840	1,050	'40'61	Retain	850
Truesdell	860	990	'26'38	Retain	850
Barnard*	750	880	'26'29'62	Add 150 net*	900
Petworth*	420	520	'02'08'21	Add 480 net*	900
Clark	630	730	'66	Retain	650
Powell*	460	510	'29'59'66	Add 490 net*	950
Powell Annex*	180	250	'25	Elim.*	--
West*	410	560	'12'21'28	Add 340 net*(UC)	750
Brightwood*	540	770	'26	Add 410 net*	950
NC IV:	1,540	2,360			4,800
Takoma*	410	610	'99'03'21	Elim.*	--
NEW Takoma*	--	--	(UC)		700*
Whittier	780	1,220	'26'39'60	Retain	800
NEW (N. Capitol & Tuckerman)	--	--			555
NEW	--	--			850
Shepherd*	350	530	'32'56	Add 300 net*	650
NEW* (13th & Van Buren)	--	--			1,250*

*Recommended first-stage item

2/4/69

Table 3. Key D. C. Public School System Program Data, By Facility

E. NORTH CENTRAL (cont'd)

	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
Junior High System	4,870	6,140			6,500
Banneker	730	950	'39 '50	Retain	750
Lincoln	1,260	1,400	'66	Retain	1,250
McFarland	780	900	'23'26'32	Add 320 net	1,100
NEW *	--	--			1,300 *
Paul	900	1,190	'30'32'38'58	Retain	900
Rabaut	1,200	1,700	'65	Retain	1,200
Senior High System	4,690	6,040			3,600
Regular:					
Cardozo *	1,410	1,740	'16	Elim. *	--
Roosevelt *	1,250	1,650	'32	Add 550 net *	1,800
Coolidge *	1,190	1,690	'40	Add 600 net *	1,800
Vocational:					
Bell *	450	440	'10 '32	Elim. *	--
Burdick	390	520	'39	Convert to ES(?)	--

* Recommended first-stage item

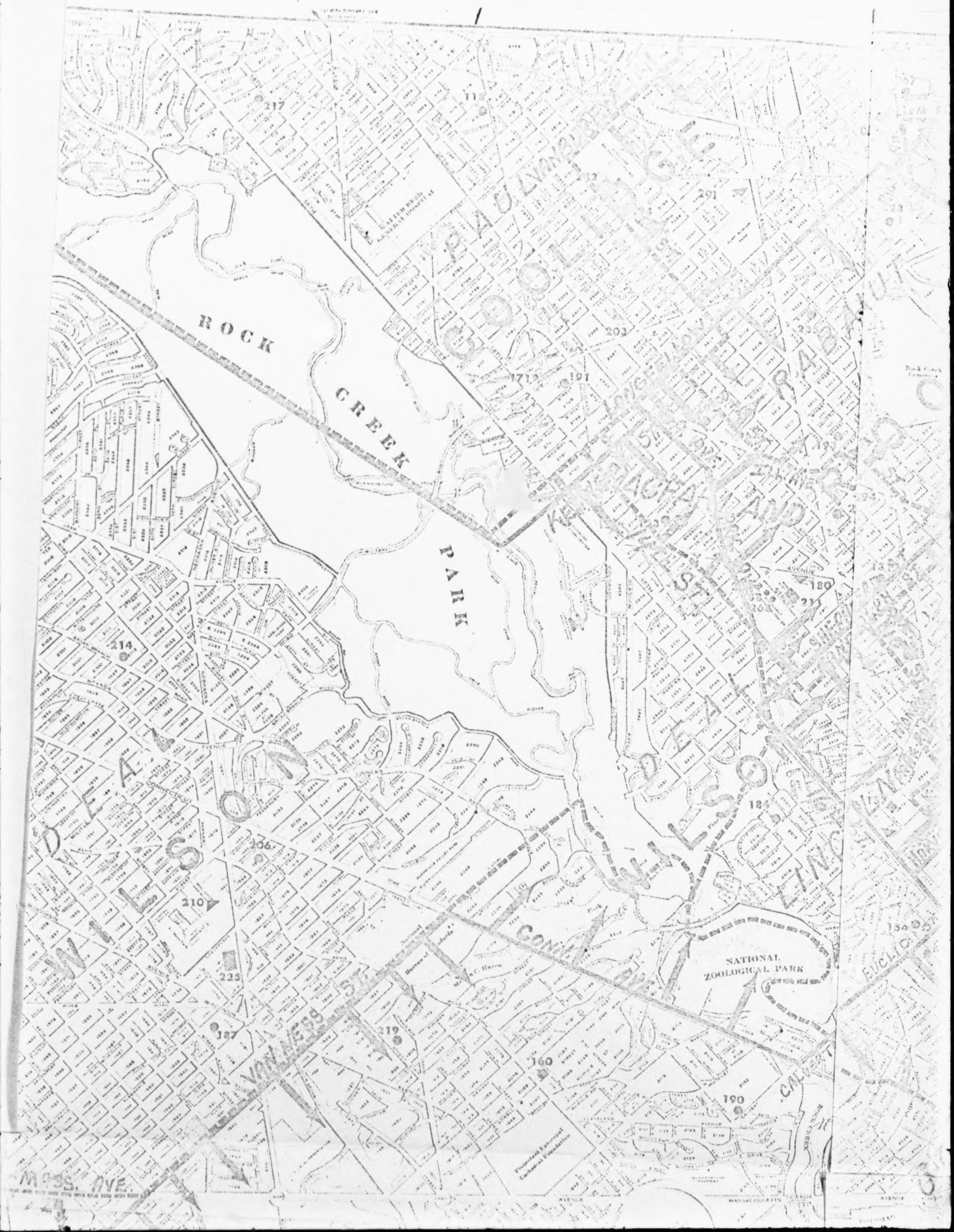
Table 3. Key D. C. Public School System Program Data, By Facility

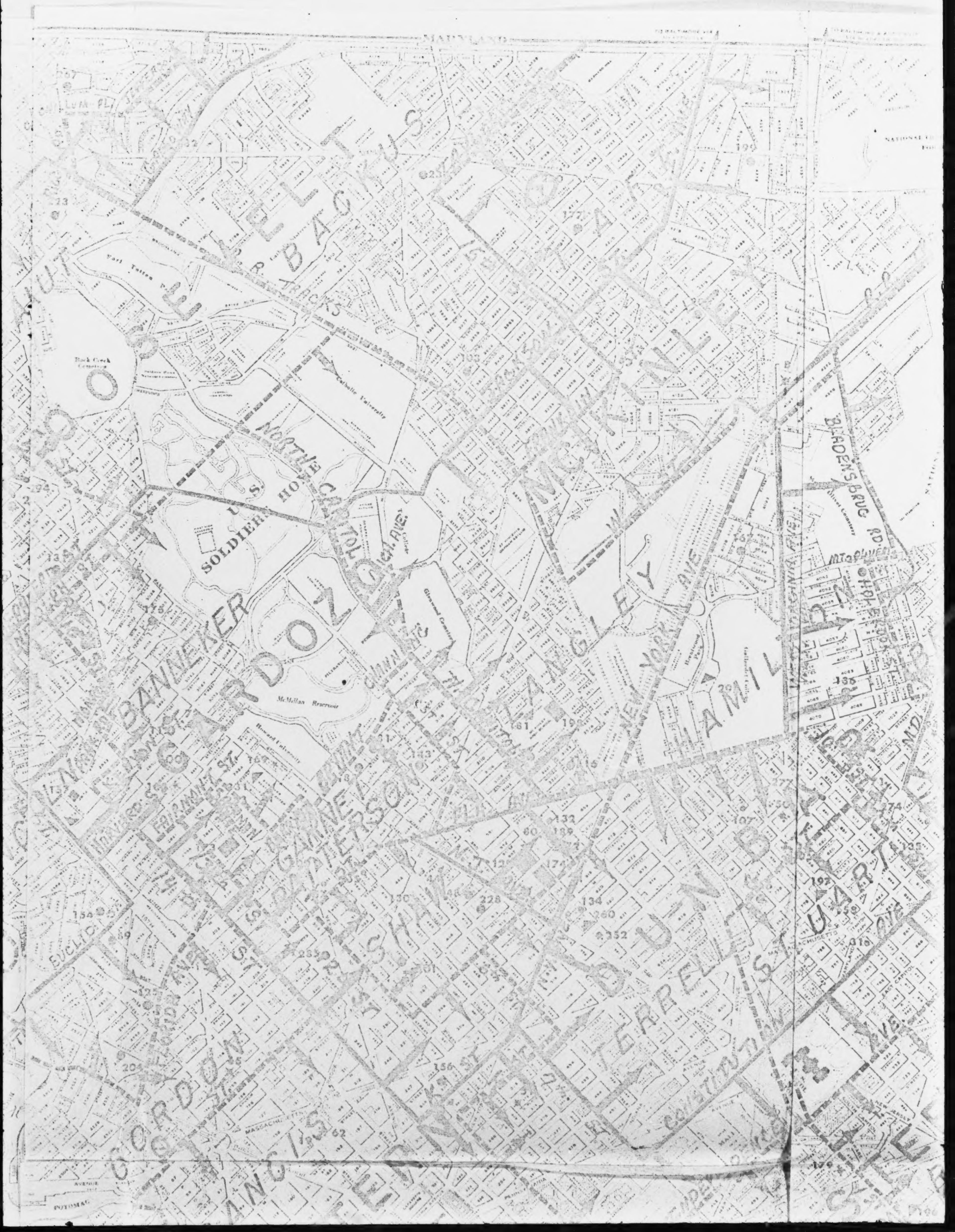
F. NORTHWEST

	Capacity	Total Attending (SY 68)	Date of Construction	Disposition	Programmed Capacity (1985)
Elementary System	3,970	4,160			5,000
NW I:	870	670			800
Stoddert	240	210	'32	Retain	250
Fillmore *	220	170	'92	Elim. *	--
Hyde *	190	160	'07	Elim. *	--
Jackson *	220	130	'89	Elim. *	--
NEW *	--	--			550 *
NW II:	750	700			800
Mann	240	220	'31	Retain	250
Key	240	250	'28	Retain	250
Hardy	270	230	'33	Retain	300
NW III:	1,340	1,540			1,800
Murch	470	620	'30	Retain	450
Hearst	240	270	'32	Add 460 net	700
Eaton	410	410	'11 '22 '30	Retain	400
Oyster	220	240	'26	Retain	250
NW IV:	1,010	1,250			1,600
Janney	470	520	'25	Retain	500
Lafayette *	540	730	'31 '38	Add 560 net *	1,100
Junior High System	1,650	1,960			3,100
Gordon *	750	910	'28 '31	Add 550 net *	1,300
Deal	900	1,050	'31'35'37'62	Add 900 net	1,800
Senior High System	2,320	3,100			2,500
Regular:					
Western	1,090	1,570	'98 '25	Retain	1,100
Wilson *	1,230	1,530	'35	Add 170 net *	1,400

* Recommended first-stage item

2/4/69


ROCK CREEK PARK
NATIONAL ZOOLOGICAL PARK
PAUL
COOLIDGE
LONGFELLOW ST.
KENNEDY
MACFARLAND
DEAL
WILSON
LINCOLN
CONN. AVE.
VAN NESS ST.
MASS. AVE.
CALVERT
EUCLID
CONNECTICUT AVENUE
AVENUE
217
118
291
203
171
191
214
206
210
225
187
219
160
190
184
180
154


MARYLAND
Fort Totten Park
Rock Creek Cemetery
Catholic University
U.S. SOLDIERS HOME
McMillan Reservoir
Howard University
Glenwood Cemetery
R.R. TRACKS
NORTH CAPITOL
NORTH CAPITOL ST.
MICH. AVE
NEW YORK AVE
BLADENSBURG RD.
MT. OLIVET RD.
FLORIDA AVE
CONSTITUTION AVE
MASSACHUSETTS
POTOMAC
EUCLID
BACKUS
BANNEKER
CARDOZO
McKINLEY
LANGLEY
HAMILTON
GARNET
PATTERSON
SHAW
DUNBAR
TERRELL
STUART
GORDON
FRANCIS
207
223
235
177
199
175
167
158
161
190
169
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143
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189
60
174
134
260
352
228
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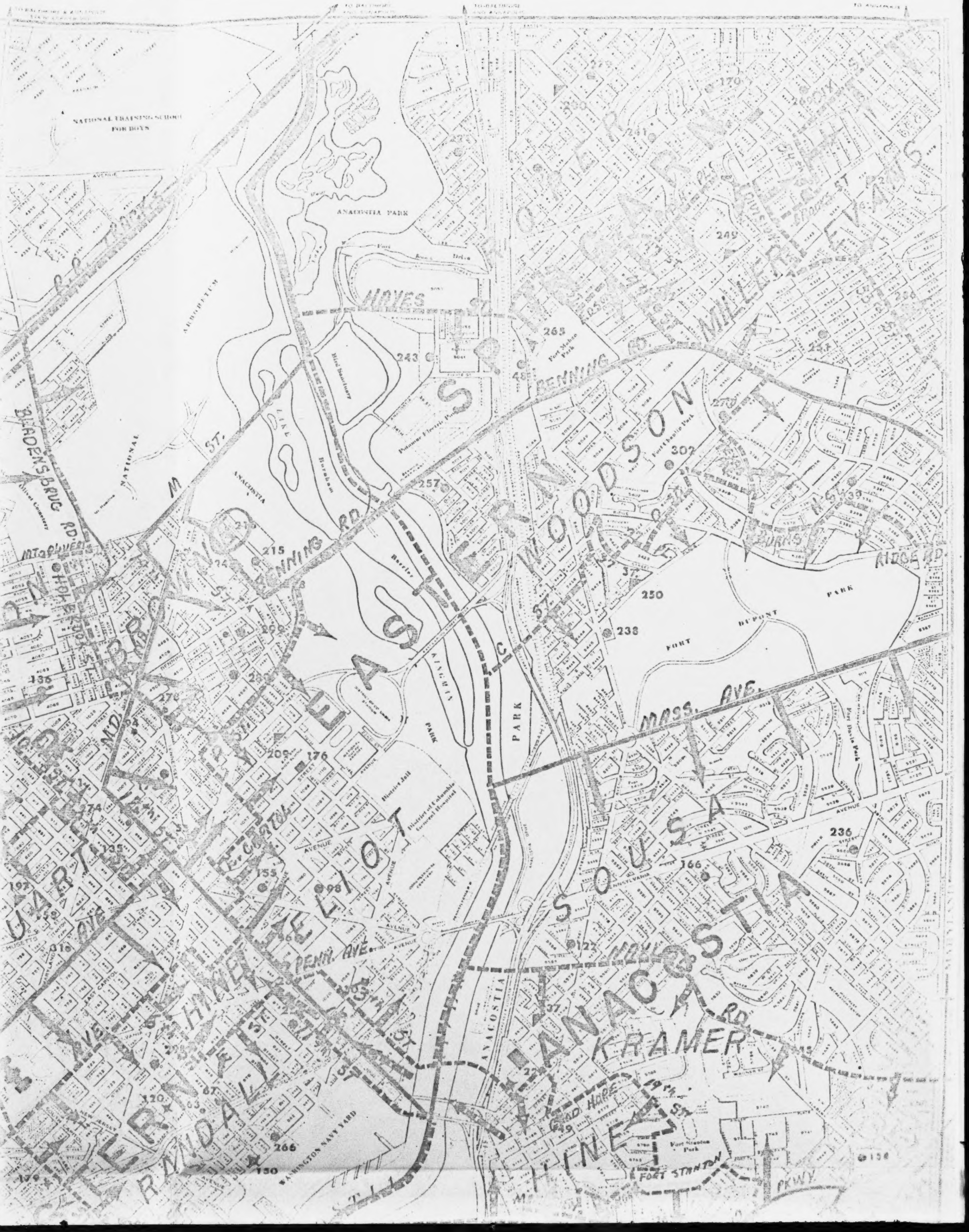
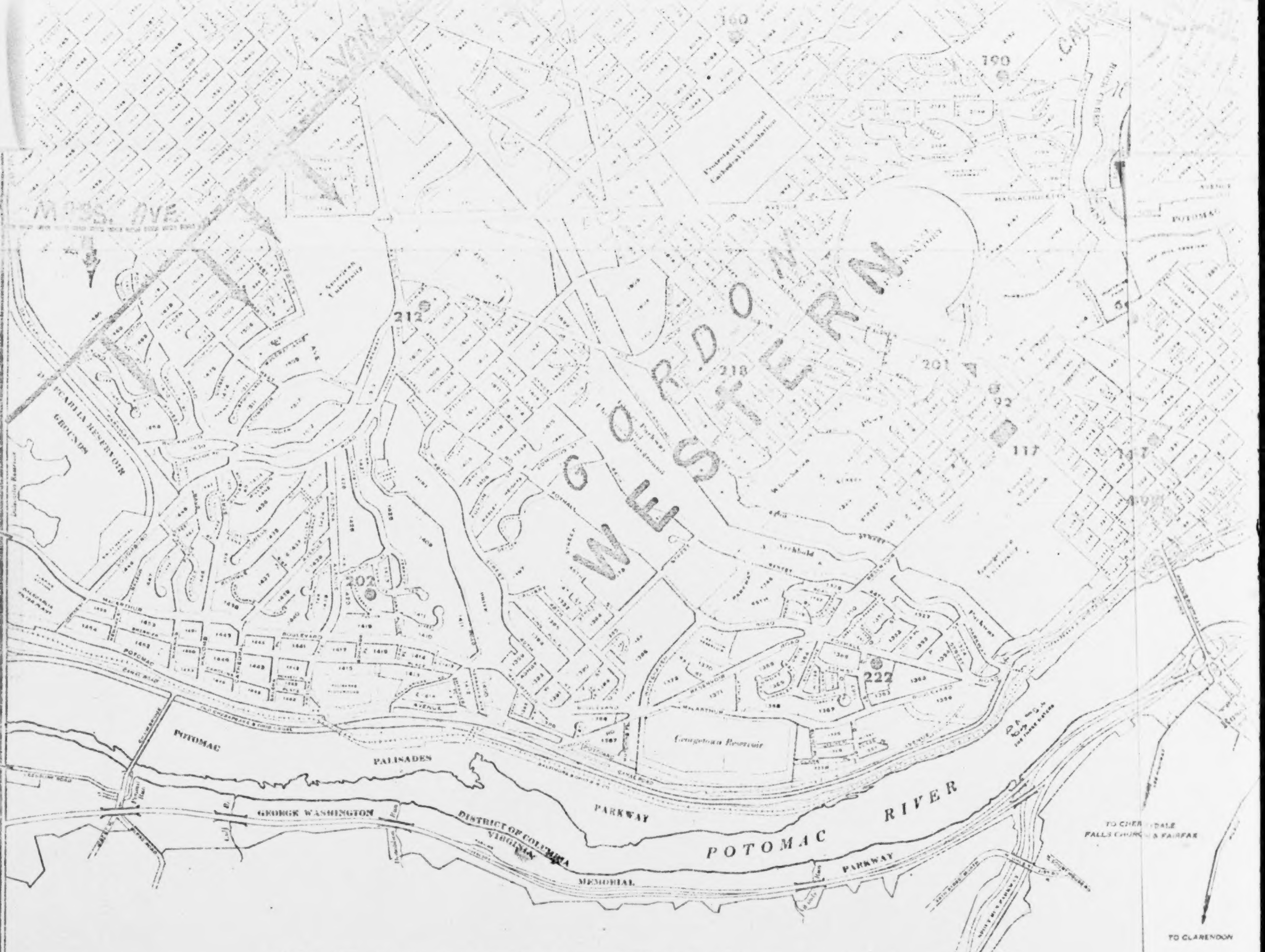
156
62
204
125
154
135
197
179


TO BALTIMORE
NATIONAL TRAINING SCHOOL FOR BOYS
ANACOSTIA PARK
Fort Dupont Drive
HAYES ST.
Bird Sanctuary
Fort Mahan Park
Potomac Electric Power
BENNING RD.
BLADENSBURG RD
MT. OLIVET RD
NATIONAL ARBORETUM
M ST.
LAKE
Kingman Lake
Fort Chaplin Park
SPINGARN
MILLER
EVANS
BROOKS ST.
WOODSON
EASTERN
RIDGE RD.
FORT DUPONT PARK
MASS. AVE.
Fort Davis Park
District Jail
District of Columbia General Hospital
ELIOT
SOUSA
ANACOSTIA
PARK
MD. AVE.
E. CAPITOL ST.
PENN. AVE.
HINE
KRAMER
RANDALL
GOOD HOPE RD.
19th ST.
Fort Stanton Park
FORT STANTON PKWY
WASHINGTON NAVY YARD
243
265
485
257
215
238
250
302
270
249
236
166
155
98
209
176
123
135
266
130
37
138

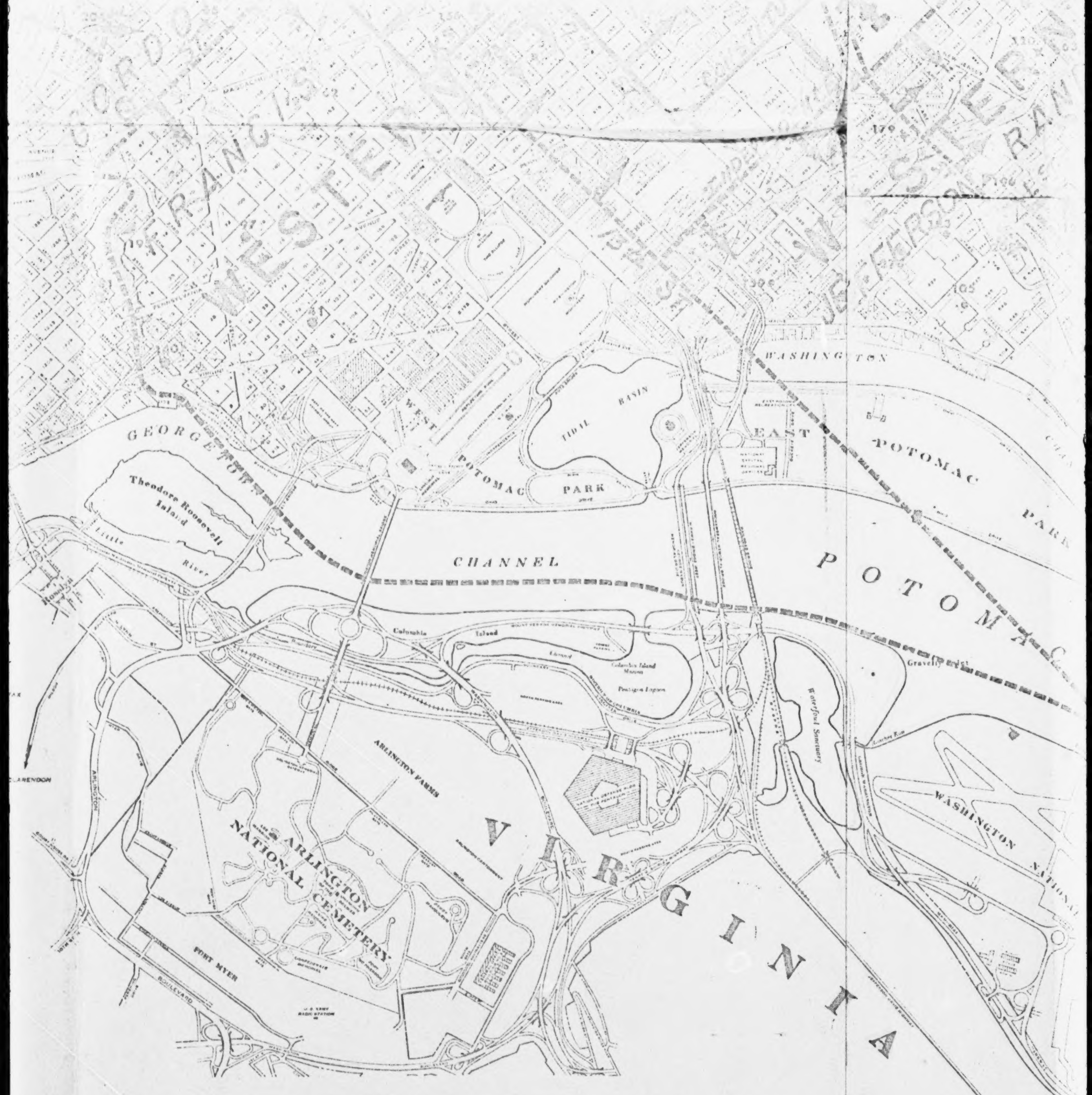


MAP SHOWING LOCATION OF PUBLIC SCHOOL BUILDING 1967

15. Franklin Admin. Building
19. Sumner Elem.
31. Peabody Elem.
41. Grant Elem.
44. Morse Elem.
45. Sch. Admin. Annex 8 (Twining)
48. Benning Elem.
49. Sch. Admin. Annex 6 (Wormley)
50. Blair Elem.
51. Sch. Admin. Annex 4 (Webster)
55. Maury Elem.
57. Grimke Elem.
58. Public Sch. Warehouse 1 (Carbery)
62. Sch. Admin. Annex 5 (Magruder)
63. Giddings Elem.
65. Sch. Admin. Annex 1 (Ross)
67. Lenox Elem.
69. Jackson Elem.
71. Madison Elem.
72. Monroe Elem.
80. Slater Elem.
81. Sch. Admin. Annex 7 (Phillips)
82. Perry Elem.
84. Harrison Elem.
89. Morgan Annex
92. Fillmore Elem.
94. Pierce Elem.
96. Buchanan Elem.
97. Stevens Elem.
98. Payne Elem.
103. Brookland Elem.
107. Hayes Elem.
111. Congress Heights Elem.
112. Bruce Elem.
116. Eckington Elem.
117. Western High
118. Takoma Elem.
120. Public School Main. Shop (Dent)
122. Orr Elem.
124. Lovejoy Elem.
125. Morgan Elem.
126. Syphax Elem.
127A. Public School Warehouse 2 (Birney Annex)
129. Veterans H.S. (Armstrong)
130. Shaw Jr. High
131. Petworth Elem.
132. Langston Elem.
134. Simmons Elem.
135. Edmonds Elem.
136. Wheatley Elem.
143. Gage Elem.
147. Hyde Elem.
149. Ketcham Elem.
150. Lenox Annex
152. Carver Elem.
154. H. D. Cooke Elem.
155. Bryan Elem.
156. Thomson Elem.
157. Bell Voc. High
158. Garfield Elem.
160. Eaton Elem.
162. D. C. Teachers College (Wilson Bldg.)
163. West Elem.
165. Cleveland Elem.
166. Randle Highlands Elem.
167. Crummel Elem.
169. D. C. Teachers College (Miner Bldg.)
170. Burrville Elem.
171. Military Road Elem.
172, M. M. Washington Voc. High
173. Cardozo High
174. Dunbar High
175. Park View Elem.
176. Eastern High
177. Burroughs Elem.
178. Kingsman Elem.
179. School Admin. Annex 2 (Bell)
180. Macfarland Jr. High
181. Langley Jr. High
182. Smothers Elem.
183. Mott Elem.
184. Bancroft Elem.
186. Raymond Elem.
187. Janney Elem.
188. Powell Annex
189. J. F. Cook Elem.
190. Oyster Elem.
191. Brightwood Elem.
192. Truesdell Lab.
193. Barnard Elem.
194. Whittier Elem.
195. Francis Jr. High
196. Randall Jr. High
197. Stuart Jr. High
198. McKinley High
199. Woodridge Elem.
200. Garnett-Patterson Jr. High
201. Gordon Jr. High
202. Key Elem.
203. Paul Jr. High
204. Adams Elem.
205. Langdon Elem.
206. Murch Elem.
207. Powell Elem.
208. A. Bowen Elem.
209. Eliot Jr. High
210. Deal Jr. High
211. Roosevelt High
212. Mann Elem.
213. Noyes Elem.
214. Lafayette Elem.
215. Young Elem.
216. Browne J. H. S.
217. Shepherd Elem.
218. Stoddert Elem.
219. Hearst Elem.
220. Taft Jr. High
221. Kenilworth Elem.
222. Hardy Elem.
223. Keene Elem.
224. Phelps Voc. High
225. Woodrow Wilson High
226. Logan Elem.
227. Anacostia High
228. Bundy Elem.
229. Burdick Voc. High
230. Chamberlain Voc. High
231. Banneker Jr. High
232. Coolidge High
233. Bunker Hill Elem.
234. Jefferson Jr. High
235. Rudolph Elem.
236. Beers Elem.
237. Kramer Jr. High
238. Kimball Elem.
239. Davis Elem.
241. Merritt Elem.
242. Patterson Elem.
243. Thomas Elem.
244. Turner Elem.
245. Richardson Elem.
246. Slowe Elem.
248. Montgomery Elem.
249. Miller Jr. High
250. Sousa Jr. High
251. Nalle Elem.
252. Walker-Jones Elem.
253. Birney Elem.
254. Tyler Elem.
255. Stanton Elem.
256. Simon Elem.
257. River Terrace Elem.
258. Spingarn High
259. Douglass Jr. High
260. Terrell Jr. High
261. Draper Elem.
262. Shadd Elem.
263. Moten Elem.
264. Hart Jr. High
265. Woodson Jr. High
266. Van Ness Elem.
267. LaSalle Lab.
268. Sharpe Health School
269. Drew Elem.
270. Hendley Elem.
271. Ruth K. Webb Elem.
272. Plummer Elem.
273. Ballou Sr. High
274. Goding Elem.
275. Am[illegible] Elem.
276. A[illegible] Elem.
277. J. O. Wilson Elem.
278. M. Miner Elem.
279. C. H. Houston Elem.
280. C. Watkins Elem.
281. K. Lewis Elem.
282. B. Backus J.H.S.
283. E. Meyer Elem.
284. B. Evans J.H.S.
285. Garrison Elem.
286. Harris Elem.
287. Green Elem.
288. Hine Jr. High
289. Gibbs Elem.
290. Roper Jr. High
291. Rabaut Jr. High
292. McGogney E
293. Lincoln Jr. Hi
29 . Clark Elem. (
29 . J. W. Hamilt
29 . Savoy Elem. (
29 . Emery Elem. (
29 . Brent Elem. (
29 . Blow-Pierce (
30 . Tubman Elem
301. Seaton Elem. (
302. Weatherless
303. J. H. Johnson
304. H. D. Wood
305. Blair-Ludlow-

A. S H. ADMIN. A
D MOUNTABLE)

B. P. WAREHOU


WESTERN
FRANCIS
JEFFERSON
EASTERN
GEORGETOWN
Theodore Roosevelt Island
Little River
Rosslyn
WEST POTOMAC PARK
TIDAL BASIN
EAST POTOMAC PARK
WASHINGTON
CHANNEL
POTOMAC
Columbia Island
Columbia Island Marina
Pentagon Lagoon
Gravelly Point
Waterfront Sanctuary
ARLINGTON FARMS
ARLINGTON NATIONAL CEMETERY
FORT MYER
BOULEVARD
CLARENDON
ARLINGTON
VIRGINIA
WASHINGTON NATIONAL

SECONDARY SCHOOL BOUNDARIES

1968 – 1969

cGogney Elem.
coln Jr. High
rk Elem. (Under Constr.)
V. Hamilton Jr. High (Under Constr.)
voy Elem. (Under Constr.)
rry Elem. (Proposed)
nt Elem. (Proposed)
w-Pierce (Proposed)
nan Elem. (Proposed)
aton Elem. (Proposed)
atherless (Proposed)
Johnson Jr. High (Proposed)
D. Woodson Sr. High (Proposed)
r-Ludlow-Taylor (Proposed)

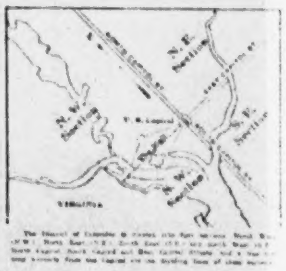
DMIN. ANNEX 3 (ANACOSTIA
UNTABLE)

AREHOUSE CENTER

LEGEND

● ELEMENTARY SCHOOLS
▲ JUNIOR HIGH SCHOOLS
▨ SENIOR HIGH SCHOOLS
▨ VOCATIONAL HIGH SCHOOLS
★ TEACHERS COLLEGE
✦ ADMINISTRATIVE OFFICE

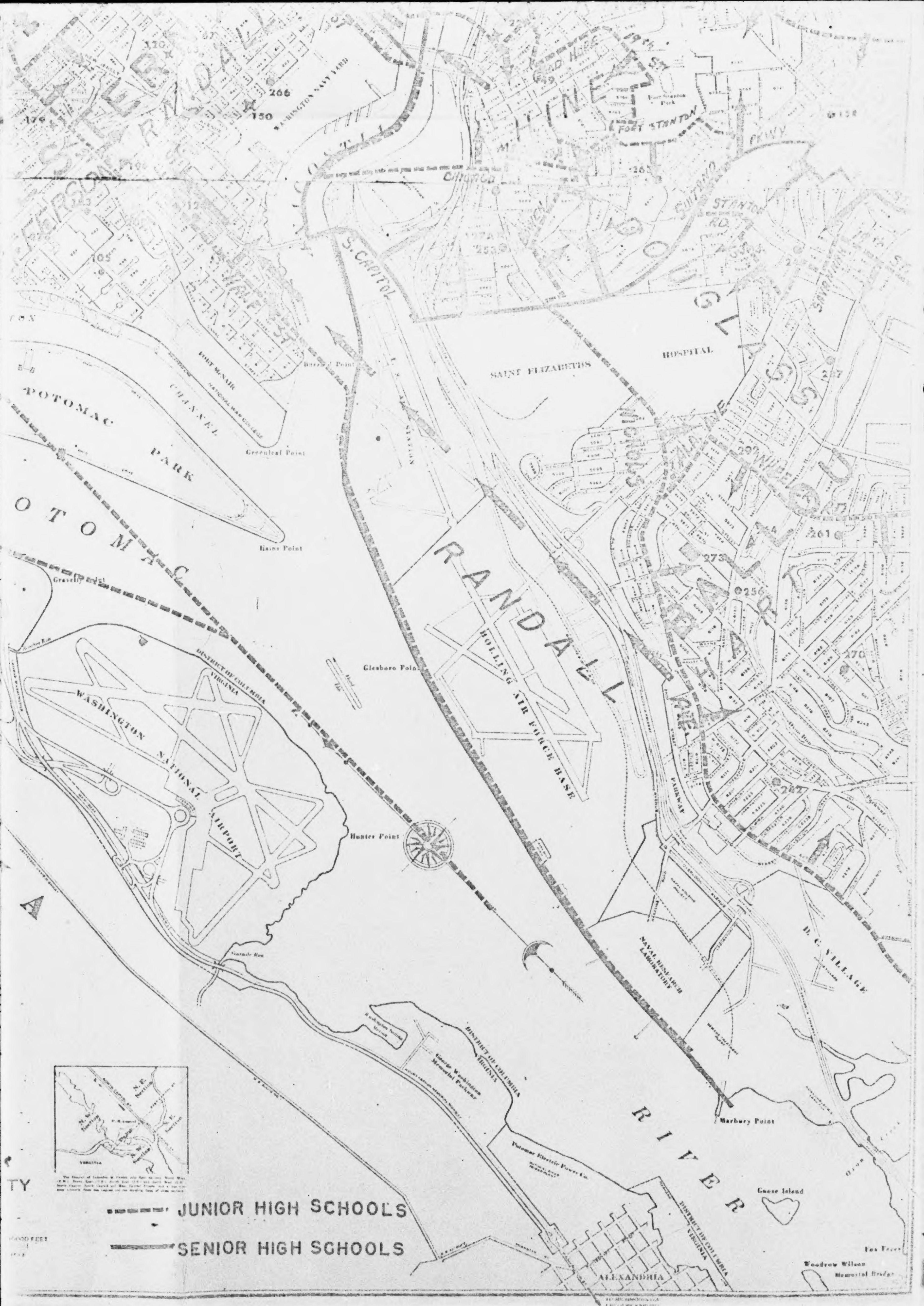
EXISTING HIGHWAYS
PROPOSED HIGHWAYS
PUBLIC PARKS
OTHER PUBLIC PROPERTY


N.W.
N.E.
S.E.
VIRGINIA

Scale

1000 FEET 0 1000 2000 3000 4000 5000 6000 7000 8000 9000 10000 FEET
1 MILE 0 1 MILE

JU
SE



RANDALL
DOUGLASS
HINE
ANACOSTIA
JEFFERSON
S. CAPITOL
FORT STANTON
PKWY
SUITLAND
STANTON RD.
NICHOLS AVE
ALABAMA AVE
WASHINGTON NAVY YARD
FORT McNAIR
NATIONAL WAR COLLEGE
Buzzard Point
Greenleaf Point
POTOMAC PARK
CHANNEL
POTOMAC
Hains Point
Gravelly Point
SAINT ELIZABETHS HOSPITAL
BOLLING AIR FORCE BASE
Giesboro Point
Hunter Point
WASHINGTON NATIONAL AIRPORT
DISTRICT OF COLUMBIA
VIRGINIA
NAVAL RESEARCH LABORATORY
D. C. VILLAGE
George Washington Memorial Parkway
Washington Sailing Marina
Potomac Electric Power Co.
RIVER
Marbury Point
Goose Island
ALEXANDRIA
Woodrow Wilson Memorial Bridge
PARKWAY
265
150
179
105
263
253
257
292
261
273
256
270
242
TY
JUNIOR HIGH SCHOOLS
SENIOR HIGH SCHOOLS

APPENDIX D

GLC STAFF-AGENCY SURVEY

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availab
Total Population					Demographer	Ed. Program Community Participation		
• Number	X	X	RLA-Census					
• Estimated increase in monthly/yearly increments. (by categories below)	X	X	RLA-Census - modeling?					
• Age distribution	X	X	D. C. Housing Authority					
• Sex	X	X						
• Race-ethnic	X	X						
• Marital status	?	?						
• Family composition	X	X						
• Income Aid	X	X	RLA - Census					

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availa
Total Population (cont.) • Employment status		X	Dep't of Labor (local)		Demographer ↓	Ed. Program Community Participation ↓		
• Occupational distribution	X	X	D C. Housing Authority		↓	↓		
Type of dwelling	X	X	RLA - Census		↓	↓		
• Distribution on site	X		RLA - Housing Authority		↓	↓		
• Mobility	X	X	RLA and School System		↓	↓		
Student Population • Number	X	X	RLA - D. C. Sch.		↓	Ed. Program ↓		
• Boundaries					↓	↓		

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments o Reliability/Availa
Student Population (cont.)			School System		Demographer	Ed. Program		
• Rate of entry (by category below)	X	X						
• "Grade level" distribution.		X	School System					
- Age level distribution	X	X						
• Sex	X	X						
• Race - ethnic	X	X						
• Number out of school youth.	X	X						
• Number with special needs.	X	X						

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments Reliability/Avail
Student Population (Cont.) • Course preferences	?	?	Community Opinion Survey		Lipson	Ed. Program ↓	none	
• Mobility		X	Projected from School System figures		Demographer	↓		
• Miles to school	X	X	RLA		Demographer	↓		
Programs/Resources (Number served and location below)			Higher Ed. Dept. ?	June 30, 1969 ↓	Browne ↓	Community Resources Survey ↓		
• Educational:				↓	↓	↓		
- Existing schools, coll.		X	D. C. Schools	↓	↓	↓		
- Voc. inst., train. org.	X	X	WTI - FCC Manpower Organizations UPO	↓	↓	↓		

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments Reliability/Avail
Programs/Resources (cont.) (Number served and location below)					Browne	Community Resources Survey		
• Educational (cont.):								
- Commercial schools	X	X	WTI					
- Adult ed. night sch.		X	D. C. Sch.-Univ.					
- Business sponsored		X	D. C. Dep't. of Commerce? or					
- Title I, Title III, other		X	D. C. Schools					
- PTAs		X	" " of FLNT Schools					
• Community - FLNT Council • Charter - bylaws			FLNT Council	April 3				

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availab
• Community: (cont.)				April 3	Browne	Community Resources Survey		
- Church sponsored	X	X	FLNT Council					
- Business	X	X	" "					
- Comm. Serv. Org.	X	X	" "					
- Civic Organizations			" "					
- Youth	X	X	" "					
- Day Care-Headstart	X	X	" "					
- Manpower	X	X	" "					
- OEO other	X	X	" "					

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availab
• Community: (cont.) - Health	X	X	FLNT Council	April 3	Browne	Community Resources Survey		
- Welfare	X	X	" "					
- Art Groups	X	X	" "					
- Athletic Groups	X	X	" "					
• Employment: (By no. of jobs by category below and location)			Dep't of Labor (local)	June 30, 1969	Demographer	Demographic Survey		
- Commercial establishments (by type)	X	X						
- Industry	X	X	Bureau of Statistics					

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Avail
• Employment: (cont.)				June 30,1969	Demographer	Ed. Program		
- Local government	X	X	FLNT Council					
- Fed. government	X	X	Mayor's Office					
- Offices	X	X						
- Professional	X	X						
Facilities (by location								
• Schools - Enrollment		X	D. C. Schools					
- Capacity		X	" "					
- Feeder relationships		X	" "			○		

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availab
Facilities (cont.)				June 30,1969	Demographer	Ed. Program		
• Libraries	X	X	RLA-FLNT Council					
• Community Center	X	X	" "					
• Gyms	X	X	" "					
• Auditorium	X	X	" "					
• Recreation areas, parks	X	X	" "					
• Government bldgs.	X	X	" "					
• Employment centers	X	X	" "					

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

Community Data	Proposed Community	Adjacent Community	Source of Data	Est. Date of Availability	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availa
Facilities (cont.)				June 30	Demography	Ed. Program		
• Churches	X	X	RLA-FLNT Council	↓	↓	↓		
• Transportation	X	X	" "	↓	↓	↓		
Topological Features								

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

D. C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Avail
Curriculum		28 April	Mary Millar	Ed. Program	Bd. of Ed. Rules	
• Course of study requirements/ offerings.	Curriculum Dept.	↓	↓	↓	↓	
• Graduation requirements	Secondary Dept.	↓	↓	↓	↓	
• Carnegie Unit requirements	Secondary Dept.	↓	↓	↓	Discretion of School Principals	
"Hours" requirements	?	↓	↓	↓	Bd. of Ed. Rules	
• Building & Course schedules	Elem. - Sec. Depts.	↓	↓	↓	↓	
Students	Personnel	↓	↓	↓	↓	
• Attendance regulations	↓	↓	↓	↓	↓	
Study, homework regulations	↓	↓	↓	↓	↓	

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabilit
udents (cont.)						
Referral, dismissal	Board of Education — Teachers Union	28 April	Mary Millar	Ed. Program	Board of Ed. Rules — Board of Ed. Union Agreement	
Other disciplinary regulations	↓	↓	↓	↓	↓	
arents/Community Participation						
Attendance of children reg.	Board of Education Zoning James L. Talbert ST 3-6111 x 509 or 629-2500	21 April	D. Browne	Community Participation Plan Ed. Program Simulation	None	Not available at this time. Julian West will work to get the info. for us.
Access to schools reg.	↓	↓	↓	↓	↓	↓
Notification and information	↓	↓	↓	↓	↓	↓
Data recorded on student records	↓	↓	↓	↓	↓	↓
	↓	↓	↓	↓	↓	↓

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BASIC INFORMATION REQUIREMENTS

. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availability
icy/Operations		21 April	R. Ellis	All		
Policies	Neil Dickman				Bd. of Ed. Rules	
Operating rules, practices	Supt. office	30 April	E. Flocco		Bd. of Ed. Rules	
egal foundation	Supt. office		R. Ellis		Org. Law - D.C. Code.	
nti-discrimination policy	In office				Wright Decision/ Bd. of Ed. Rules	
ata processing service availability	Ed. McKinney, DAIS		E. Flocco	Admin: Program Funding Program	Procedures and Memos	
Procurement regulations, rocesses			R. Ellis			
aterials, equipment, media pecifications and catalogs.	Asst. Supt. for Bresner, Jim Ayers.					

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BASIC INFORMATION REQUIREMENTS

C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabili
Policy/Operations (cont.)						
Contracting procedures, regulations	Burnell Smith, Finance Office	30 April	E. Flocco	Admin. Program Funding Program	Flocco memo 2 May	
Public information reports	Singleton	21 April ↓	D. Browne P. Green ↓	All ↓	Public School Reports	
Statistical reports	Office of Research	↓	↓	↓	Statistical Reports	
State and federal regulations	Office of Research Mildred Cooper	↓	R. Ellis ↓	All ↓		
Studies, surveys	In office	↓	↓	↓	Passow Report MSD Report	
Special Projects Div. Charter	Ellis - Office files	↓	↓	↓	Charter	
		↓	↓	↓		

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BASIC INFORMATION REQUIREMENTS

C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availab
Fiscal/Budget						
- Budget categories/structure	Budget Office	21 April	B. Cohen	Admin. Plan Funding Plan Ed. Program Plan	Dept. of Budget and Legislation	
- Regulation for submission/ Approval by Congress		5 May	B. Cohen			Unavailable at this time
- Budget Process/Cycle - operating budget	Delroy Cornick Budget Director		E. Flocco		Documents on hand	Call B. Cohen (657-1810) if you require this information
capital outlay-construction						
- capital outlay - equipment						
- Federal programs						
- Accounting codes/procedures						
- Per Pupil Costs		14 April	B. Cohen	Funding Plan	1970 Per Pupil	

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BASIC INFORMATION REQUIREMENTS

. C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabili
Fiscal/Budget • Allotment charge regulations	Mildred Cooper for Fed.	5 May	B. Cohen	Funding Plan		Bonnie Cohen is using a very large document for this work
• Cost of school services		1 May	B. Cohen	Funding Plan		You may call her if you require any information
• Cost of school materials			B. Cohen	Funding Plan Simulation		
• Payroll procedures	Finance office, Personnel	5 May	E. Flocco	Admin. Plan	MSD Report	He will make recommendations & use MSD Model
Staff/Personnel • Certification requirements	Personnel office		M. Carroll	Staff Development Plan Ed. Program Plan	Board of Ed. Rules	
• Union regulations	" "				Union Contract	

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabili
taff/Personnel						
Work hours, conditions, etc.	Personnel Office	5 May	M. Carroll	Staff Development Plan Ed. Program	Board of Ed. Rules Sup't. Circulars	
Termination policy	Personnel Office					
Transfer policy	Personnel Office					
Paraprofessional - GS employee regulations	Dr. Solomon Kendrieks				G. E. Employee Regulations	
Salary schedules	" "				Teachers Union Agreement	
Recruiting procedures/practices	" "				Bd. of Ed. Rules Sup't. Circulars	
Hiring procedures/practices	" "					

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabi
Staff/Personnel (cont.) • Promotion procedures/practices	Personnel Office	5 May	M. Carroll	Staff Development Plan Ed. Program Plan	Union Agreement Board of Ed. Rules	
• Job qualifications, descriptions	" "	↓	↓	↓	↓	
• Staff development opportunities	Staff Development Director	↓	↓	↓	↓	
• Leave of absence regulations		↓	↓	↓	↓	
Pupil Personnel Services • Required health, dental exam,	Pupil Personnel Services	28 April	E. Flocco	Admin. Plan Ed. Program Plan	All documents listed in Flocco memo 28 April	
• Diagnostic services	Wilber Millard	↓	↓	↓	WTU Regulations	
		↓	↓	↓		

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

D. C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabil
Pupil Personnel Services • Referral regulations, procedures	Flocco Memo 28 April	28 April	E. Flocco	Admin. Plan Ed. Program Plan	Flocco Memo 28 April	
• Definition of spec. ed and other behavioral problems.						
• Other services available						
Building Construction, Equipment, Maintenance and Repair. • Structural standards. regulations	NCPC RLA Building and Grounds (Palmer) Department of Inspections and Licenses	28 April	S. Busselle	Facilities Plan Ed. Program Plan	Proposed Amendments to D. C. Code Planning Procedures, etc.	Code in process of revision for "open schools"
• Contracting monitoring				Implementation		Fry and Rice have copies
• Building cycle/schedules						

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabil
Building Construction, Equipment, Maintenance and Repair • Maintenance standards	Granville Woodson D. C. Schools Buildings and Grounds	28 April	S. Busselle	Facilities Plan Ed. Program Plan	Busselle Memo 2 May	
• Repair procedures						Procedure Attached
• Equipment standards	D. C. Public Schools, Dep't. of Business Administration - Mr. Lee				Furniture and Equipment - room standards	Recommendations may be attached
• Playground standards	Mr. Lee				"	SMB and JL have copies
• Hallway, fire regulations					D. C. Building Code 1961	Copy available
• Building codes					Design Manual	Copy available

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

D. C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabi
Other Agencies Data • D. C. Government: - Budgeting procedures, esp. Ft. Lincoln	GSA	30 April	E. Flocco	Admin. Plan Funding Plan	Memo attached	Busselle has copy
- Accounting - Procurement - Personnel - Payroll -As related to schools.	" " " "	↓	↓	↓	↓	Same as government
- Legal position re schools • RLA: - Urban Renewal Req./powers	Corp. Counsel Dixie Kaufman - RLA Mays	28 April	S. Busselle	Implementation	"Procedure for Urban Renewal in D. C."	Attached
Fort Lincoln Data	RLA, NCPC, Bd. of Ed., Building and Grounds, and FLNT Community Council	↓	D. Browne	↓	Logue Report with drawings	Attached
• N.C.P.C.: - Powers	P. Fuchs (NCPC)	↓		↓	Fuch's interpretation on enabling legislation	Attached

FLNT - DEFINITION PHASE
BASIC INFORMATION REQUIREMENTS

C. Public Schools Data	Source of Data	Est. Date of Availability Required/Expected	GLC Contact	Plan Component Requirement/Review	Document Title	Comments on Reliability/Availabili
N.C.P.C. (continued) - Approval Process	P. Fuchs NCPC	28 April	S. Busselle	Implementation	Fuch's interpretation on enabling legislation	
- Staff studies	NCPC, RLA FLNT Community Council etc.	↓	D. Browne	All	Logue Report Crane Report etc.	
HUD ? - Funding		5 May	B. Cohen	Funding Plan		Data unavailable

APPENDIX E

GLC PROGRAM PLANNING SCHEDULE

As an example of GLC's Planning organization, below is a copy of the First Facility's program plan schedule organized by subplan:

15 April 1 May 15 May 1 June 15 June 1 July 15 July 1 August

DEFINITION	Constraints	Needs & Objectives	Resources	1st Facility Specs to Architect (Completed 22 April)	Program Alternatives			Administrative Alternatives	
COMMUNITY PARTICIPATION	Definition	Definition	Definition		Program Development			Pro-	Definition Report to Agencies 7 August
STAFF DEVELOPMENT	Definition	Definition	Definition		Staff Patterns	Staff	Staff Selection	Staff Training (pre-service)	
EDUCATION PROGRAM	Definition	Goals Definition	1st Facility Specs Definition		Behavioral Objectives	Define Programs	Program Alternatives	Program Priorities	
FACILITIES	Definition	1st Facility Specs Definition	1st Facility Specs Definition		Environment Philosophy	Structure Space Relationships	Education Performance Requirements	Site Development Specs	
OPERATIONS	Definition	Definition	Definition		Admin. Philosophy	Facility Specs	Education Requirement	Staff Development Requirement	
IMPLEMENTATION	Definition	Definition	Definition				Simulation		
FUNDING	Definition	Definition	Definition		Data Collection	Cost/ Research Structures	1st Facility Cost Estimates	1st Facility Cost Estimates	

CILITY PLAN SCHEDULE

	15 August	1 Sept.	15 Sept.	1 October	15 October	1 Nov.	15 Nov.
———	———	———	———	———	1st Facility Plan Submission Midterm Report 7 October	1st Facility Plan Review (Agencies)	1st Facility Plan Revision
gram Alternatives			Implementation Plan	Edit and Publish			
Staff Training (in-service)	Complete 1st Facility Plan	Plan Funding	Implementation Plan	Edit and Publish			
Program Require.	Program Requirements	Program Plan Funding	Implementation Plan	Edit and Publish			
Final 1st Facility Specs			Comm/Architect Part/Schedule	Edit and Publish			
1st Facility Funding	1st Facility Support Program	Operational Functions & Organization	Equipment Requirements	Procedures			
Simulation		Implementation Plans	Impl Plan/Pert				
Cost Model	1st Facility Plan Costs	1st Facility Plan Cost	Resource Implications	Plan/Budget Prep. Procedures			

84%

APPENDIX F

COMMUNITY PARTICIPATION PLANNING TIMETABLE

COMMUNITY PARTICIPATION PLANNING TIMETABLE

First Session (July 1)

1. General orientation to the plan and review of work accomplished thus far.
2. Provide tentative planning format to participants.
3. Describe basic role of the community group.
4. Assign group homework for next session.

Second Session (July 8)

1. Finalize format and plans for future sessions
2. Establish tentative gross needs (identification and definition):
   - a. policy
   - b. student-teacher
   - c. administration
   - d. research
   - e. community
3. Review of Education Program Plan by Joseph Lipson.
4. Assignment to group: What are the major educational needs of the FLNT community?

Third Session (July 10)

1. Set objectives.
2. Establish need priorities.
3. Establish which need objectives can be satisfied within or without the school system.
4. Set priorities on both levels.
5. Assignment to group: What kinds of programs will FLNT need? How will the community make its presence felt?

Fourth Session (July 15)

1. Begin program development:
    - a. Identify specific programs and objectives
    - b. Identify specific programs, parameters, and resources.
    - c. Work up tentative costs.

Fifth, Sixth and Seventh Sessions (July 17, 22, 24)

1. Outline Resources: labor, materials, space.

2. Discuss costs:
    - a. operating, fixed or variable
    - b. set evaluation measures
    - c. set feasibility limits
    - d. develop feasible program alternatives

3. Discuss priority ranking of programs.

Eighth Session (July 29)

1. Establish tentative proposals.

2. Write, assemble, and edit.

Ninth Session (July 31)

1. Final Approval.

2. Submission.

3. Inclusion of program alternatives in the final (6 months) report.

APPENDIX G

MEMBERS OF FLNT COMMUNITY PLANNING COUNCIL

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APPENDIX H

INVITATION to COMMUNITY PARTICIPATION PLANNING WORKSHOPS

H

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

SPECIAL PROJECTS DIVISION

June 26, 1969

Mr. William H. Simons
President of Washington Teachers Union
1917 Randolph Street, N. E.
Washington, D. C. 20018

Dear Mr. Simons:

The Fort Lincoln Citizens Planning Council and the Special Projects Division of the D. C. Public Schools cordially invite you to participate in a series of workshops during the month of July. There will be nine (9) evening sessions beginning July 1, 1969. All sessions will be held on Tuesday and Thursday evenings. The workshops are designed to elicit community centered programmatic alternatives which will be included in the overall education plans for Fort Lincoln New Town.

Planning is moving ahead on schedule and it is imperative that the community program alternatives be developed by July 30, 1969. These developed alternatives will form the framework for community education input, thus insuring that the desires and felt needs of FLNT residents will be met.

Catholic University has generously provided an air-conditioned facility for our use in the Nursing Building, Biology Wing, Room 155. The Building fronts on the entrance to the campus from Brookland Avenue (along the B&O tracks). Meetings will begin at 7:30 P.M.

Your advice and counsel in the planning of the FLNT educational system will be appreciated. Kindly call Mrs. Patricia Miner in the Special Projects Division, telephone: 737-6594 or 737-7015, to indicate your willingness to participate in the workshops.

Yours truly,

J. Weldon Greene
Educational Project Director
Fort Lincoln New Town

JWG/eg

APPENDIX I

RELEVANT D. C. STAFF DEVELOPMENT AND CURRICULUM PROJECTS

I

Department and Contact	Curriculum Programs
Division of Staff Development — Larry Cuban, Director	1. Teachers produced curriculum materials at summer EPDA Afro-American Institute for Teachers of English and History (black history and culture). 2. Coolidge High program to relate reading skills to subject content. 3. Teacher Innovation Fund with 39 teachers given money for classroom projects to develop relevant curriculum, skill improvement, and individualization of learning. 4. Professional Development and Resources Center which makes available current technical inventions (e.g., talking typewriter) for teacher experimentation. 5. Funding to seven teachers at Roosevelt to develop units in American studies. 6. Funding to four teachers at McKinley to assist in developing system of quarters in place of semesters.
Pupil Personnel Services — Dr. Wilbur A. Millard, Assistant Superintendent	1. Project to Share Parents Real Experience at Davis. 2. Pupil appraisal program is continuing. 3. Career Day guidance activities at elementary level.
History — Joseph Penn, Supervising Director	1. Organized curriculums on "Law Enforcement Careers" and "Consumer and the Law" and "The Labor Movement". 2. Lecturers in American government classes sponsored by "Younger Lawyers Committee of the Federal Bar" with history department. 3. Evaluation of new materials by teachers and by students.

Department and Contact	Curriculum Programs
History (con't.)	4. Evaluation of films at Educational Media Center.
	5. Discovering Talents and Improving Reading Skills (DTIRS) is a pilot project in urban geography at Langley and Shaw. Uses classroom at the Smithsonian, sight and sound center, and capital area as resources.
	6. High school materials on black history and government available: e.g., Black Treasures available from Coca - Cola. Other materials available from Christian Science Monitor and Community Service Department of Washington Post.
Special Education — Dr. Stanley Jackson, Director	1. This department is developing curriculums for students who are disabled; have learning disabilities; are socially maladjusted; or are mentally retarded but trainable.
	2. Initial diagnosis of pupils is occurring.
	3. Vocational training occurring at elementary level (Shape Health School) and also at secondary level.
Reading Center — Kay Lumley, Supervising Director	1. Project READ using programmed instruction. (Sullivan materials)
	2. Bilingual reading in Spanish/English.
	3. Diagnostic screening of students for classroom placement and for remedial aid.
	4. Automated typewriter to teach reading.
	5. Use of linguistic readers in beginning reading.
	6. Use of recorded free expression of students to teach reading.
	7. Magazines and newspapers in place of basal readers.

Department and Contact	Curriculum Programs
Art — James Jones; (retiring as director) Marie B. Williams, Assistant Director	1. Use of studio workshop at Smithsonian. 2. Creative photo making (Western High). 3. Plans to develop art library. 4. Classroom demonstrations of art techniques by National Gallery Docents (Volunteers who are specialists in various phases of art). 5. African art and history (Backus Jr. High). 6. Developing new secondary course in commercial art and related graphics.
Physical Education, Health and Safety — Frank Bolden, Director	1. Development of driver's ed. curriculum. 2. Elementary School Athletic League (E. S. A. C.) reactivated to provide intermural activities on an elementary level. 3. Curriculum units developed for 5th and 6th grades on "Harmful Effects of the Use of Drugs". 4. Currently developing various programs about dangers of drug addiction using ex-addicts from Bonabond, Inc. as speakers in the classroom. 5. Dr. C. Wendell Freeman, Chief, Venereal Disease Control, D. C. Health Dept., donated 35 sets of slides of actual cases of venereal disease. This program permits secondary students in "each senior and vocational and most junior high schools to increase their knowledge of dangerous diseases". 6. D. C. Tuberculosis and Respiratory Disease organization provides booklets on "Breathing" for grades K - 12. 7. Interagency Council on Smoking has kits available for 5th and 6th grade teachers.

Department and Contact	Curriculum Programs
English — Charlotte K. Brooks, Supervising Director	1. Project in Urban Language Development in which members from English department are working with Center for Applied Linguistics to teach standard English in place of Negro dialect. Evaluation of program will be conducted in 1970. 2. Curriculum developed to correlate humanities materials into regular high school study (5 schools by 1970). 3. NDEA has funded development of communication labs for English study. 4. Two writers were hired for approximately six months to revise English curriculums. Sample units will be tried in 1969 - 70. 5. Reading Incentive Program were carried on to use special materials, field trips and seminars as incentives to increase reading interests of students. 6. In pilot project to develop trial units on teaching of composition, ten secondary schools participated with ten schools as controls. Teachers had lay readers and student work was periodically evaluated. 7. Publications by department include Guide for the Teaching of Developmental Reading in Secondary Schools, list of approved "Works by and about Negroes", A Curriculum Guide for Communications with learning objectives and teaching activities grouped in teaching units.
Summer Schools, Continuing Education, and Urban Service Corps — Marguerite C. Selden, Assistant Superintendent	Urban Service Corps Programs 1. Plan to continue program called "Congressmen in the Classroom" with Congressmen as volunteer speakers. New Chairman is Mrs. William Stanton (wife of Congressman from Ohio).

Department and Contact	Curriculum Programs
Speech and Hearing — Dorothy L. Vaill, Supervising Director	1. Speech Improvement Committee is interested in exploring the problem — "Is nonstandard speech a barrier to understanding or is it a case of listener prejudice?" Members think children should be "bi-dialectical".
Secondary Education — George R. Rhodes, Jr., Assistant Superintendent	1. Eastern High Freedom Annex is a program largely devised and implemented by students (the Modern Strivers) at Eastern with the help of the Freedom Corps and school administrators. The program has received nationwide publicity for its experimentation in student participation and in black studies.
	2. A black studies program is evolving from a series of experiments with various approaches to black studies. Swahili has been introduced on the secondary level, as well as African and Afro-American history and various aspects of black culture.
	3. An urban studies program is being developed using money from the Rockefeller Foundation. The program emphasizes student involvement in the problems of urban society with student employment in relevant government agencies and student presentation of problems to fellow classmates.
Innovation Team — Mr. Irving Gordy, Team Leader 13th & Upshur, N. W.	1. The Innovation Team is a group of teachers available to help classroom teachers in improving instructional techniques. The team has introduced innovative materials and equipment and supportive services for teachers, much of the emphasis being placed on individualized needs of students. The team aims at in-service training through visits to classrooms, demonstrations, and workshops. Sample workshops in the past have been workshops on: a. Madison Math b. Creative Dance in the Classroom c. Reading Skills in Content Areas

Department and Contact	Curriculum Programs
	d. Senesh Individualizing of Materials in the Social Studies e. An Eclectic Approach to Reading f. Black Awareness g. Tri-Wall 2. The publication "Inching On Up" was written by three team members for use in the black studies curriculum in 1969 - 70. 3. The team has helped set up three college courses at D. C. Teachers College involved with individualization of learning and team teaching. (Individualizing Reading Instruction; Innovations in Individualizing; and Team Teaching in Elementary Schools.)
Model School Division — Lorraine Bivins (Team Teaching) Judine Johnson (Paraprofessional training)	1. Primary mathematics curriculum guides were revised in cooperation with the Department of Mathematics. 2. Reading checklists for elementary schools were revised and implemented. 3. Informal reading tests to evaluate mastery of skills were developed. 4. An Early Childhood Experience Committee was developed to formulate curriculum from preschool to grade three. Emphasis is on meeting individual needs of children in this age group. 5. During 1968, selected math students supervised by math teachers provided free assistance in preparation of tax returns for over 500 Cardozo area residents.
Elementary Education — Dr. Dorothy L. Johnson, Assistant Superintendent Evelyn Bull, Director of Supervision and Instruction	1. The department had booths at the Arts and Science Fair staffed with teachers to publicize work in the D. C. schools aimed at individualizing instruction. 2. Hope to set up work centers throughout the city for use of teachers who want to individualize instruction.

Department and Contact	Curriculum Programs
Language Arts — Louis H. Kornhauser, Director	1. Program in teaching English-as-a-Second-Language (at Simmons-Logan).
	2. A teacher at Brightwood is evaluating Random House Sights and Sounds which can be used to individualize instruction. Includes reading materials and tapes.
	3. A guide to theater games for children has been written by teachers and is titled "Put a Who In Your Where".
	4. The Department has set up a committee to study recommendations from Columbia University as related to behavioral goals for students.
	5. Teachers and classes have worked with members of Arena Stage to introduce children to theater ideas.
	6. Department hopes to continue use of IBM equipment at Amidon to teach oral expression.
	7. Enrichment through Radio was a project to introduce 234 radios for use in the classroom. Judged successful.
	8. A primary curriculum has been written by teachers for teachers. The title is Language Arts, Volume A (K - 1). This was completed in July, 1969.
Curriculum Development and Research — LuVerne C. Walker, Director	New curriculums are now being developed and revised in the following areas:
	1. Black curriculum
	2. Community as a Classroom
	3. Curriculum in the Theater
	4. Secondary English Curriculum
	5. Home Economics (7 - 12)

5

Department and Contact	Curriculum Programs
Curriculum Development and Research (Continued)	6. Handbook for the Language Arts (Vol. A, K-1 and Vol. B, 2-3) 7. Curriculum for the severely mentally retarded 8. Sex education (K-12) 9. You and the Law: Rights and Responsibilities (grades 4-6 and 7-9) Future curriculum projects the department would like to encourage include new or revised curriculums in: 1. Drug Abuse 2. Special and Vocational Education 3. Safety Education 4. Art Curriculum 5. A career oriented curriculum in the elementary schools 6. New lists of resources for the study of the "Negro in American History" on both secondary and elementary levels
Math — Emma Lewis, Supervising Director	1. Voluntary math clinics for students have been set up (secondary level). 2. Pilot projects on the secondary level included use of the computer in math (Roosevelt) and use of calculators (Dunbar High). 3. At Meyer School a project has been working to write a nongraded primary curriculum for math. 4. On the junior high level math laboratories have been set up in eight schools to provide for individualized differences. 5. Diagnostic tests have been developed for use in grades 2-8 to find the students' "Mathematics Instructional Level".

Department and Contact	Curriculum Programs
Foreign Language — Dr. Judith LeBovit, Supervising Director	1. In the summer of 1969, Swahili was taught in three secondary schools. Dr. Joseph Appelgate at Harvard was involved in the project. The department hopes to expand the program in the future. 2. Curriculula are available for teaching French, Spanish, and Latin on the elementary level (FLES materials). Out of 30,000 elementary students in grades 3-6 about one-third of the students have been exposed to materials which emphasize oral approach and cultural background.
Vocational Education — Mr. Harold Clark, Assistant Superintendent	1. Curriculula in the new skill training center at 5th and Rhode Island, N.E., include training for students in home economics, graphics, electrical occupations, and home furnishing occupations. 2. A new program is planned to train auto mechanics through the cooperation of Ford Motor Company and the school system.
Morgan School — John Anthony, Principal	1. Morgan School members are working on several innovations in curriculum including team teaching and black studies at the primary level. People involved include John Cawthorne, Arleen Young, and Barbara Jackson.
Science — Reuben Pierce, Supervising Director Thelma Johnson, Teacher	1. On the elementary level the science department is experimenting with three curriculum plans. About sixty schools are involved with the various plans. The three plans include: a. AAAS (American Association for the Advancement of Science) program called "Science: A Process Approach". b. Science Curriculum Improvement Study (Univeristy of California at Berkeley). c. Elementary Science Study (ESS) in cooperation with the Model Schools Division.

Department and Contact	Curriculum Programs
Music – Hortense Taylor, Assistant Director John Hall, Assistant Director	1. Have curriculum guides available published in 1965 (K-2) and (3-6).

Department and Contact	Staff Development Programs
Division of Staff Development —	1. Workshops for elementary and secondary principals to develop managerial skills.
Larry Cuban, Director	2. Summer teacher aide trainee program combining college credits and practical experience.
	3. Training Teachers of Teachers Project in two elementary schools to involve university professors and school supervisory personnel in urban classrooms.
	4. Program with Washington Opportunities for Women (W. O. W.) for part-time placement of women who wish to reenter teaching.
	5. Urban Teacher Corps program to recruit and train creative young graduates interested in teaching in urban schools.
	6. Professional Development and Resources Center to continue professional development on an executive level.
Pupil Personnel Services —	1. Sensitivity training for teachers.
	2. Project MEN (Male Employment Network).
Dr. Wilbur A. Millard, Assistant Superintendant	3. Career development at D. C. T. C.
	4. Pilot project attendance aides (Washington Technical Institute).
	5. Staff training with Washington School of Psychiatry.
	6. Training of paraprofessionals for attendance.
	7. Practice for some secondary school students in tutoring elementary pupils in Title I area.
History —	1. Orientation for new teachers in black history.
Joseph Penn, Supervising Director	2. Teachers attended Afro-American Institute for History and English teachers.

Department and Contact	Staff Development Programs
Special Education — Dr. Stanley Jackson, Director	1. Have crisis - resource teachers on call. 2. Have engineered classrooms for observation of teacher and of one aide working in specially designed classroom with individualized work centers for children.
Reading Center — Kay Lumley, Supervising Director	1. Working with community volunteers and aides to teach reading. 2. Have reading specialists on call.
Art — James Jones, (retiring as director) Marie B. Williams, Assistant Director	1. Workshops on Afro-American art for teachers given at Harvard. 2. Use of paid volunteers in classrooms.
Physical Education, Health and Safety — Frank Bolden, Director	
English — Charlotte K. Brooks, Supervising Director	1. Lay Readers worked to correct papers for 38 teachers. The 1969 program involved 40 salaries of $300 (total $12,000) and over 20,000 papers were processed. 2. Published Orientation Handbook for Teachers of English.
Summer Schools, Continuing Education, and Urban Service Corps — Marguerite C. Selden, Assistant Superintendent	Urban Service Corps Programs 1. Have used parent volunteers to tutor in reading and to provide enrichment in art, drama and government. Are considering the idea of paying these volunteers.

Department and Contact	Staff Development Programs
Speech and Hearing — Dorothy L. Vaill, Supervising Director	
Secondary Education — George R. Rhodes, Jr., Assistant Superintendent	(See specific subject area.)
Innovation Team — Mr. Irving Gordy, Team Leader 13th & Upshur, N. W.	(See curriculum under Innovation Team.)
Model School Division — Lorraine Bivins (Team Teaching) Judine Johnson (Paraprofessional training)	1. Workshops for staff, parents, and paraprofessionals were conducted in fourteen elementary schools to acquaint them with meanings, techniques, materials, and evaluative processes in education. 2. Two representatives from each of fourteen elementary schools met to discuss the organizational patterns necessary in non-graded schools. 3. Staff training has been carried on for teachers interested in team teaching. 4. Workshops have been held for teachers interested in independent study and individualized learning in the classroom. 5. A program has been established by the Model School Division working with the Job Corps and the YWCA to train Job Corps men as potential teacher aides. 6. Model School Division has established a Committee on the Role of the Principal to outline the principal's role within the limits of existing school policies.

Department and Contact	Staff Development Programs
Elementary Education — Dr. Dorothy L. Johnson, Assistant Superintendent Evelyn Bull, Director of Supervision and Instruction	1. Interested in training staff members to individualize instruction. 2. Supervise teachers at all levels including student teachers.
Language Arts — Louis H. Kornhauser, Director	1. Teachers at Barnard and Adams are evaluating a program for training team teachers based on a teacher training outline called "New Ways in Composition".
Curriculum Development and Research — LuVerne C. Walker, Director	
Math — Emma Lewis, Supervising Director	
Foreign Language — Dr. Judith LeBovit, Supervising Director	
Vocational Education — Mr. Harold Clark, Assistant Superindent	
Morgan School — John Anthony, Principal	
Science — Ruben Pierce, Supervising Director Thelma Johnson, Teacher	1. Three new curriculum programs on the elementary level are being coordinated with staff development programs. 2. The Science department has staff trainers with background training in the new curriculum programs.

Department and Contact	Staff Development Programs
Music - Hortense Taylor, Assistant Director John Hall, Assistant Director	

APPENDIX J

D. C. METROPOLITAN AREA RESOURCES

J

Metropolitan Area Resources

Resource	Contact	Description	Curriculum Area
Art Galleries			
Barnett Aden Gallery 127 Randolph Pl., N. W.	667-9161	American works including works of Negro artists	Art Social Studies
Corcoran Gallery 17th and N. Y., N. W.	ME8-3211	Has a children's gallery; old and contemporary works.	Art Social Studies
Dumbarton Oaks 1703 32nd St., N. W.	AD2-3101	Byzantine and Early Christian Art Pre-Columbian Art	Social Studies Art
Freer Gallery of Art 12th and Independence, S. W.	NA8-1810	American and Oriental Art	Art Social Studies
Museum of African Art F. Douglass House 316 A St., N. E.	LI7-8690	Describes African cultures and art 2nd grade and up	Social Studies Art
National Art and Portrait Galleries F and 7th, N. W.	628-1810		Social Studies Art
National Gallery of Art 6th and Constitution, N. W.	RE7-4215		Social Studies Art
Phillips Collection 1600 21st St., N. W.	DU7-2151	European and American. Good introduction to Impressionists and Post Impressionists	Art
Textile Museum 2320 S St., N. W.	NO7-0442	Rugs and Textiles from around world 2000 B.C. to contemporary	Social Studies Art Technology
Washington Gallery of Modern Art 1503 21st St., N. W.	667-5221	Contemporary Admission fee	Art

Resource	Contact	Description	Curriculum Area
Amusements			
Enchanted Forest Rte. 40 - 15 miles from Baltimore	301- HO5-0707	Fairytale settings and storybook characters	Reading
Fantasy Land Gettysburg, Pa.	717- 334-1415	Rides and life size storybook settings	Reading
Storybook Land Woodbridge, Va.	703- 494-6031	Storybook figures and their habitats	Reading
Virginia City Fairfax, Va.	591-4490	Old West Town replicated	Social Studies
Wilson Line Cruises Pier 4, Maine Ave., S. W.	EX3-8300	Cruises to Mt. Vernon and Marshall Hall	

Resource	Contact	Description	Curriculum Area
Businesses			
Alexandria Dairy 5325 Port Royal Road Springfield, Va.	321-9500	Dairy Tour	Social Studies
Better Boxes, Inc. 230 14th St., S. E.	LI3-4000	Designs, prints, cuts boxes Tour	Technology
Coca-Cola 1710 Elton Road Silver Spring, Md.	439-7100	Bottlers Tour	Technology
General Baking Co. 2146 Georgia Ave., N. W.	NO7-6177	Bakery - Bond Bread Tour	Social Studies
New York Bagel Masters 2421 Reedie Drive Wheaton, Md.	946-9500	Walk through bakery area. Tour	Social Studies
Ottenberg's 655 Taylor St., N. E.	529-5800	Bakery Tour	Social Studies
Pepsi-Cola Cheverly, Md.	773-2100	Bottlers Tour	Technology
Rock Creek Ginger Ale Co. 500 Penn Street	LI3-2400	Bottlers Tour	Technology
Sealtest Dairy 26th and Penn. Ave., N. W.	965-2211	Dairy Tour	Social Studies
Thompson's Honor Dairy 2012 11 St., N. W.	DE2-1400	Dairy Tour	Social Studies
Wonder Bakery 2301 Georgia Ave., N. W.	NO7-1770	Bakery Tour	Social Studies

Resource	Contact	Description	Curriculum Area
Community Services			
B&O Railroad	ST3-8111	Ride from Union Station to Silver Spring	
Dalecarlia Filter Plant 5900 McArthur Blvd., N. W.	HO2-8000 x205	See how Potomac River is converted to drinking water. 7th grade and up	Ecology Technology
D. C. Transit System, Inc. 3600 M Street, N. W.	333-5200		
Dulles International Airport Herndon, Va.	471-7838	Jets arriving and leaving for destinations around world. Terminal by Eero Saarinen	Technology Art
Evening Star Virginia and 2nd Aves., S. E.	LI3-5000	Newspaper Tour	Technology Social Studies Communication
Library, Public N. E. Branches	396-7108	Benning and Minnesota, N. E.	
	399-1885	701 24th St., N. E.	
Philatelic Exhibit Room Post Office Department Rm. 1315 12th and Penn., N. W.	ST3-3100 x7607	Exhibits of U. S. and foreign stamps and stamp production	Technology Art
Potomac Electric Power Co. 929 E Street, N. W.	628-8800		
Telephone Co. (C&P)	392-8325	Tours and programs for schools	Technology
Washington City Post Office Mass. and N. Capitol, N. E.	ST3-3100	Machinery and display of U. S. stamps. 12 yrs. and up	Technology
Washington Daily News 1013 13th St., N. W.	DI7-7777	Newspaper Tour	Technology Social Studies Communication

Resource	Contact	Description	Curriculum Area
Community Services cont.			
Washington Gas Light Co. 1100 H Street, N. W.	783-5225		
Washington National Airport	RE7-6131 x214	Tours and a look into a plane 7 yrs. and up	Technology
Washington Post 1515 L Street, N. W.	223-6060	Newspaper Tour 12 yrs. and up	Technology Social Studies Communication
Washington Suburban Sanitary Commission 4017 Hamilton Street Hyattsville, Md.	AP7-7700	Filtration Plant Tour	Ecology Technology

Embassies

One hundred and sixteen embassies are listed in Washington '68.* When a particular country is being studied the appropriate embassy may be contacted to obtain speakers, information, or other assistance in augmenting the instructional program.

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* Grayson, Carl T., editor. Washington '68. Washington, D. C.: Potomac Books, Inc., 1968.

Resource	Contact	Description	Curriculum Area
Federal Government			
Bureau of Engraving and Printing 14th and C Sts., S. W.	EX3-6400	Money printed and destroyed	Technology
Capitol	CA4-3121	Tours and subway to offices	Social Studies Art
Congress	CA4-3121	View nation's lawmakers in action	Social Studies
Federal Bureau of Investigation (FBI) 10th and Penn., N. W.	EX3-7100	Crime and crime detection exhibits	Social Studies Science
Food and Drug Administration	963-1110	Food and drug testing methods demonstrated	Health Science
Library of Congress 1st and E. Capitol, S. E.	ST3-0400	Biggest library in world. 12 yrs. and up	Social Studies Art
National Aeronautics and Space Administration (NASA)	962-7306	Speakers and slides	Science
NASA - Goddard Space Flight Center Greenbelt, Md.		Two hour tour, tracking center and exhibits	Science Technology
NASA - Spacemobile	982-5572	Traveling exhibit to schools	Science
National Archives 7th and Constitution, N. W.	963-6232	Documents that have made U. S. history 8 yrs. and up	Social Studies
Peace Corps 806 Connecticut Ave., N. W.	382-2858	Speakers come to schools. Must call well in advance.	Social Studies
Supreme Court Facing Capitol on E. Capital, N. E.	EX3-1640	In Session - 2 weeks per month Oct. to May 12 yrs. and up	Social Studies

Resource	Contact	Description	Curriculum Area
Federal Government, cont.			
Treasury Department 15th and Penn., N. W.	EX3-6400	Exhibits to show how counterfeit money and illegal narcotics are traced.	
Voice of America 330 Independence Ave., S. W.	963-3363	Master control and exhibits on USIA	Communications Social Studies
White House 1600 Penn. Ave., N. W.	456-1414	Home of President	Social Studies

Resource	Contact	Description	Curriculum Area
Forts, Battles, Bases, Ships			
Antietam Sharpsburg, Md.		Civil War - Defeat of Lee.	Social Studies
Bolling Air Force Base			
Fort McHenry Baltimore, Md.	301- LE9-2248	Park and Fort site of writing of Star Spangled Banner. 8 yrs. and up	Social Studies
Fort McNair 4th and P Streets, S. W.		Oldest Army base in U. S. Original Walter Reed Hospital	Social Studies
Fort Stevens Park Piney Branch Road and Quackenbos St., N. W.		Lincoln watched Confederate troops descend on the Capitol.	Social Studies
Fort Ward Park 4301 West Braddock Rd. Alexandria, Va.	549-1509	To defend Washington from Confererate troops. Museum	Social Studies
Fort Washington Park Opposite Mt. Vernon on Md. side of Potomac	381-7401	Example of early 19th century coastal defense works. Small museum.	Social Studies
Gettysburg 80 miles, Rte. 15		Site of a classic military engagement, Civil War. Guides. Buses. Museum.	Social Studies
Harper's Ferry 60 miles		John Brown, abolitionist seized Armory on eve of Civil War. Shenandoah Valley.	Social Studies
U. S. Naval Historical Display Center		See museums.	
Truxton - Decatur Naval Museum 1610 H Street, N. W.	ST3-2573	Ship models, pictures, guns, flags. Home of naval hero, Stephen Decatur. 9 yrs. and up	

Resource	Contact	Description	Curriculum Area
Forts, Battles, Bases, Ships, cont.			
USF Constellation Pier 4 Baltimore, Md.	301- 539-1797	First ship commissioned in the U. S. Navy.	Social Studies
USS Drum Submarine 8th and M Sts., S. E.	OX8-2559	Submarine - WWII.	Social Studies
USS Loeser 8th and M Sts., S. E.	OX8-3810	Destroyer escort.	Social Studies

Resource	Contact	Description	Curriculum Area
International Organizations			
African American Institute 1346 Conn. Ave., N. W. Room 500	232-8525		Social Studies
American Friends of the Middle East 1605 New Hamp. Ave., N. W.	234-7500		Social Studies
European Community 808 Farragut Bldg.	296-5131	Information office for European Economic Community - Coal and Steel community, Eur. Atomic Energy Community.	Social Studies
Pan American Union 17th and Const., N. W.	393-8450	Tropical garden, arts and crafts from Latin America. Meeting rooms for OAS.	Social Studies
United Nations Information Centre 1028 Connecticut Ave., N. W.	296-5370		Social Studies

Resource	Contact	Description	Curriculum Area
Memorials			
Arlington National Cemetery			Social Studies
Clara Barton House 5801 Oxford Road Glen Echo, Md.	OL4-0022	Storehouse for Red Cross supplies converted to Clara Barton's home.	
Custis-Lee Mansion Arlington Cemetery	525-2700 x66146	Memorial to Robert E. Lee. Furnishings of the period.	
Iwo Jima Marine Corps Memorial Arlington, Va.			Social Studies
Jefferson Memorial			Social Studies
Lincoln Memorial			Social Studies
Mount Vernon		Washington's home. Admission. May go by Wilson Line Steamer - March-Oct.	Social Studies
Old Stone House 3051 M Street, N. W.		Oldest house in Georgetown. Colonial.	Technology Social Studies
Sully Plantation Chantilly, Va.	703-437-1794	1794 plantation was home of Richard B. Lee.	Social Studies
Washington Monument			Social Studies
Washington's Grist Mill Rte. 235 - Past Mt. Vernon	780-3383	Mill built in 1735 used to grind flour for Martha Washington's kitchen.	Technology Social Studies

Resource	Contact	Description	Curriculum Area
Museums			
Anacostia Neighborhood Museum 2405 Nichols Ave., S. E.	582-1300	Exhibits on Negro role in U. S., Science, Technology, Survey of civil rights organizations.	Art Social Studies
B&O Transportation Museum Baltimore, Md.	301-237-2387	Collection of railroad cars dating back to 1829.	Technology Social Studies
D. A. R. Headquarters 17th and D Streets, N. W.	NA8-4980	Period rooms, dolls, toys, momentos of life in America. age 10 and up, girls.	Social Studies Art
Folger Shakespeare Library 2nd and E. Capital, S. E.	LI6-4800	Plays, relics, Globe Theatre model, Elizabethan playhouse.	Reading Social Studies Art
Interior Department Museum C and 19th Sts., N. W.	343-3171	Indian exhibits, Natl. Park scenes, paintings, tours, and film showings. 8 yrs.	Social Studies Ecology
Medical Museum 9th and Independence, S. W.	OX6-4315	Collection of diagrams and human specimens of injury and disease.	Health Science
Museum of the Society of the Cincinnati Anderson House 2118 Mass. Ave., N. W.	332-9100	Relics from American Revolution. European and Oriental Art.	Social Studies Art
National Geographical Society 17th and M Streets, N. W.	296-7500	Models and exhibits of explorations and peoples in far places.	Social Studies
National Rifle Association 1600 R. I. Ave., N. W.	783-6505	Collection of firearms ancient and modern.	Technology Social Studies
Smithsonian Institution 7th and 13th and Indep., S. W.	Nat Dickson 628-1810	Arts and Industry Air and Space Natural History History and Technology	Social Studies Technology Art Science

Resource	Contact	Description	Curriculum Area
Museums, cont.			
Trolley Museum Wheaton, Md.	JU9-1480	Car barn and 2 mile ride.	Technology
U. S. Naval Historical Display Center Navy Yard 8th and M Streets, S. W.	OX8-2651	History of the Navy, exhibits, Sub room.	Social Studies
Wax Museum 5th and K Streets, N. W.	NA8-2996	74 moments in American history	Social Studies

Resource	Contact	Description	Curriculum Area
National Organizations			
American Association for Health, Physical Education, and Recreation 1201 16th Street, N. W.	223-9400		
American Fisheries Society 1040 Washington Bldg.	347-9717		
American Forestry Assoc. 919 17th Street, N. W.	638-1820		
American Gas Association 1725 Eye Street, N. W.	337-6630		
American Iron and Steel Institute 1000 16th Street, N. W.	223-9710		
American Medical Assoc. 1 Farragut Square South	783-8155		
Association for the Study of Negro Life and History 1538 9th Street, N. W.	462-0313	An information center.	
Chamber of Commerce of U. S. 1615 H Street, N. W.	628-2380		
Columbia Historical Society 1307 New Hampshire Ave., N. W.	234-5068	Collects, preserves and disseminates knowledge on Washington, D. C.	Social Studies
Cotton Council of America 1200 18th Street, N. W.	338-1300		
Daughters of the American Revolution 1776 D Streets, N. W.	628-4980	Speakers and a display of colonial American items.	
Forest Products Association 1619 Mass. Ave., N. W.	332-1050		

Resource	Contact	Description	Curriculum Area
National Organizations, cont.			
Fresh Fruit and Vegetable Association 777 14th Street, N. W.	638-6606		
Future Farmers of America U. S. Office of Education	963-7646		
Humane Society of the U. S. 1145 19th Street, N. W.	338-6216		
League of Women Voters 1200 17th Street, N. W.	296-1770		
National Association of Wool Manufacturers 1200 17th Street, N. W.	296-3577		
National Confederation of American Ethnic Groups 1629 K Street, N. W.	296-8325		
National Congress of American Indians 1346 Conn. Ave., N. W.	223-4155	No programs for elementary age children.	
National Recreation and Parks Association 1700 Penn. Ave., N. W.	223-3030		
National Wildlife Federation 1412 16th Street, N. W.	232-8004		
Natural Rubber Bureau, Inc. 1108 16th Street, N. W.	783-8282	An information center.	
Nature Conservancy 1522 K Street, N. W.	223-4710		
Peanut Butter Manufacturers 1225 19th Street, N. W.	296-5339		
Red Cross 17th and D Sts., N. W.	737-8300	Occasional open house for children. Will consult with public schools for special projects.	

Resource	Contact	Description	Curriculum Area
National Organizations, cont.			
Textile Manufacturers Institute, Inc. 1120 Conn. Ave., N. W.	338-6440		
Wildlife Society 3900 Wisconsin Ave., N. W.	363-2435		

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Resource	Contact	Description	Curriculum Area
Nature			
Anacostia Park Children's Farm S. Capital St. and Indian Head Highway	381-7396	Farm and farm animals	Social Studies Science
Aquarium Dept. of Commerce Basement		American marine life. 48 tanks.	Science Ecology
Aquarium Hains Point - East Potomac Park		Living aquatic ecologies	
Beltsville Agricultural Research Center Beltsville, Md.	GR4-4800 x613	Thanksgiving turkeys and improved farm products.	Social Studies Science
Botanic Garden 1st and Canal St., S. W.	CA4-3121	World famous million dollar greenhouse. 5th grade and up	Science Ecology
Brookside Nature Center Wheaton Regional Park	WH6-9071	Nature center, trails, and guided tours by naturalist.	Science Ecology
Gulf Branch Nature Center Military Rd. and N. 36th St. Arlington, Va.	525-7671	Nature hikes guided by naturalist	Science Ecology
Kenilworth Aquatic Gardens Kenilworth Ave., N. E.	381-7401	100,000 flowering water plants	Science Ecology
Md. and Va. Milk Producers Association 1530 Wilson Blvd. Arlington, Va.	524-2300	1 1/4 hour trip through dairies. 2nd grade and up.	Social Studies Science
National Arboretum 28th and M Sts., N. E.	399-5400	Woody plants and trees native to Washington area.	Ecology Science
National Zoological Park Rock Creek Park	CO5-0743	175 acre zoo - common and rare animals	Science Social Studies Ecology

Resource	Contact	Description	Curriculum Area
Nature, cont.			
Old MacDonald's Farm Wheaton Regional Park	JU9-1480	Baby farm animals and playground equipment.	Science Ecology
Roaches Run Water Fowl Sanctuary Mt. Vernon Memorial Hwy.		Ducks and water fowl common to North America. Younger children.	Science Ecology
Rock Creek Nature Center Military Rd. and Oregon Ave, N. W.	DU1-7367	Exhibits, planetarium, programs, nature trails. 1st grade and up.	Science
Shenandoah Valley Cave (several sites)		In Blue Ridge Mts., limestone caves, underground passages. Admission.	Social Studies Science Ecology
Three Springs Fisheries Lilypons, Md.	301-874-3333	Commercial grower of fish and water lilies. April to August.	Ecology Science
University of Md. Farm	454-0100	See and touch the animals on an experimental farm. Ages 5-12	Science Ecology Sex education

Resource	Contact	Description	Curriculum Area
Theatre, Music, and Dance			
Adventure Theatre Chevy Chase, Md.	JU9-0810		Arts
Arena Stage 6th and M Sts., S. W.	638-6700		Arts
Children's Theatre of Washington	AD4-2050	Usually at Roosevelt High School	Arts
The Folklore Society of Greater Washington P. O. Box 19303 20th Street Station		Information on American folklore.	Arts
Garrick Players	965-0393	Come to schools.	Arts
Mimes of Masques Theatre for Youth 1836 24th St., N. W.	532-5815		Arts
Montgomery County Light Opera Company	762-7400	Perform in high schools	Arts
Music for Children Maryland	589-3211	Professional musicians give concerts for young children in suburban Md.	Arts
National Symphony Box Office Campbell Music Co. 1108 G St., N. W.	NA8-7332	Tiny Tots Concerts Youth Concerts Music for Young America Concerts	Arts
Shady Grove Music Fair Rockville, Md.	948-3400		Arts
University Players Productions Catholic University	529-6000 x351	Will accept off-campus bookings.	Arts
Washington Performing Arts Society	393-4433	Give free programs for public schools	Arts
Washington School of Ballet	NA8-7332	Famous Christmas performances. Gives a series with National Symphony.	Arts

Resource	Contact	Description	Curriculum Area
Theatre, Music, and Dance, cont.			
Washington Theatre Club	DE2-4583	Children's theatre on holidays. Training programs for children.	Arts

APPENDIX K

PER PUPIL EXPENDITURES FOR FISCAL YEARS 1968, 1969, AND 1970 IN DISTRICT OF COLUMBIA PUBLIC SCHOOLS

K

PER PUPIL EXPENDITURES FOR FISCAL YEARS 1968, 1969, AND 1970 IN DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Prepared by the Department of Budget and Legislation, February, 1969

The following figures are based on expenditures, not allotments, and therefore are not final until the expenditures for a fiscal year have been calculated. Because they are based on expenditures, figures for FY 68 are therefore the most accurate. Figures for FY 69 are based on allotment and the actual figures may be somewhat less than indicated. The FY 70 figures are based on the Congressional request and will in fact be substantially lower. In planning for Fort Lincoln, it will probably be well to consider the per pupil expenditure at $900.

These costs are considered in arriving at a per pupil expenditure: administration, instruction, health service, transportation, plant operation, maintenance, and fixed charges. These costs are included on the basis that they bear a direct relation to the education program. Excluded costs are those for food service, student body activities, community services, capital outlay, and debt service.

1970 PER PUPIL EXPENDITURES (ESTIMATED)

Regular Budget:

1969 Costs used for calculation		$111,095,065
Plus: 1970 Requested Increases	$30,912,000	
Minus: D.C. Teachers' College Increases	-552,000	
Transportation of Handicapped Increase	----	
Non-recurring items	-654,000	
Total, plus amount	29,706,000	
Expenses to be used in figuring costs		$140,801,065

$$\frac{\$140,801,065}{151,225\text{(A.D.M.)}} = \$931$$ Per Pupil Expenditure - Regular

Federal Funds:

Total Amount (Assume same level as 1969)	$19,240,468
Minus: (Assume same level as 1969)	- 7,700,706
Total, expenses to be used	11,539,762

$$\frac{\$11,539,000}{151,225\text{(A.D.M.)}} = \$76$$ Per Pupil - Federal

Regular Budget Per Pupil Expenditure	$931
Federal Funds Per Pupil Expenditure	76
Total, Per Pupil Expenditure	$1,007

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1969 PER PUPIL EXPENDITURES (ESTIMATED)

Regular Budget:

D. C. Appropriation			$101,476,000
Plus: TSA Pay Raise	$13,375,000		
GS Pay Raise	400,000		
		+$13,775,000	
Minus: D. C. Teachers College	2,282,921		
Transportation of handicapped	113,313		
Food Services costs	1,759,701		
Total, minus items		- 4,155,935	
Expenses to be used in figuring costs			$111,095,065

$111,095,065 = $752 Per Pupil Expenditures (Regular Budget)
147,705 (A.D.M.)

Federal Funds:

Total Amount		$ 20,540,468
Minus: Manpower Development and Training Act	$765,000	
Civil Defense Adult Education	47,925	
Adult Basic Education Program	196,191	
Head Start	920,940	
Special Milk Program	930,970	
Adult Education Demonstration Center.	800,000	
National Defense Education Loan	7,641	
Student Loan Fund	18,450	
National School Lunch Program	249,651	
Children Nutrition Act	51,378	
Lunch Program	39,287	
Pre-School	699,853	
Webster Girls' School	183,000	
Work-Study, D. C. Teachers'	23,294	
Follow Through	182,680	
Work Scholarship, N.Y.C.	1,673,496	
Pre-Kindergarten	910,950	
Total, minus items		- 7,700,706
Expenses to be used in figuring costs		$ 12,839,762

$11,539,762 = $87 Per Pupil Expenditure Federal Funds
147,705 (A.D.M.)

Regular Budget Per Pupil Expenditure	$752
Federal Funds Per Pupil Expenditure	87
Total, Per Pupil Expenditure	$ 839

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1968 PER PUPIL EXPENDITURES

Regular Budget:

1968 Expenditures (Ext. from Finance Office)		$ 99,723,
Minus: D.C. Teachers College	$ 2,287,074	
Transportation of handicapped	113,313	
Food Services Costs	1,198,636	
TOTAL, minus items		- 3,599,
Expenses to be used in figuring costs		$ 96,123,

$\frac{\$96,123,977}{142,800\ (\text{A.D.M.})}$ = $673 Per Pupil Expenditure in Regular Budget

Federal Funds

Total Amount		$ 20,237,
Minus: Manpower Development and Training Act	$ 765,000	
Civil Defense Adult Education	135,684	
Adult Basic Education Program	196,191	
Head Start	920,940	
Special Milk Program	930,970	
National Defense Education Loan	264,647	
Student Loan Fund	18,450	
National School Lunch Program	249,651	
Children Nutrition Act	51,378	
Lunch Program	39,287	
Pre-School	383,887	
Webster Girls' School	118,556	
Work-Study, D. C. Teachers'	23,294	
Work Scholarship, N.Y.C.	1,673,496	
TOTAL, minus items		5,771
Expenses to be used in figuring costs		14,466

$\frac{\$14,466,042}{142,800}$ = $101 Per Pupil Expenditure, Federal Funds

Regular Per Pupil Expenditure	$ 673
Federal Per Pupil Expenditure	101
TOTAL, Per Pupil Expenditure	$ 774

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